

# NEW YORK SCHOOL JOURNAL.



Vol. III.—No. 70.

NEW YORK, SATURDAY, MAY 25, 1872.

Price Five Cents.

## I SHALL MISS THE CHILDREN.

BY CHARLES DICKENS.

When the lessons and tasks are all ended,  
And the school for the day is dismissed,  
And the little ones gather around me  
To bid me good-night and be kissed;  
Oh, the little white arms that encircle  
My neck in a tender embrace;  
Oh, the smiles that are hives of heaven,  
Shedding sunshine of love on my face!

And when they are gone I sit dreaming  
Of my childhood too lovely to last,  
Of love that my heart will remember  
When it wakes to the pulse of the past,  
How the world and its wickedness made me  
A partner of sorrow and sin,  
When the glory of God was about me  
And the glory of God was within.

Oh, my heart grows weak as a woman's,  
And the tenderness of feeling will flow,  
When I think of the paths of sorrow and joy,  
Where the feet of the dear ones must go;  
Oh, the mountains of sin hanging o'er them,  
Of the trumpet of Fate blowing wild;  
Oh, there is nothing on earth half so holy  
As the innocent heart of a child.

They are idols of hearts and of households;  
They are angels of God in disguise;  
His sunlight still sleeps in their tresses,  
His glory still gleams in their eyes;  
Oh, those transients from home and from heaven,  
They have made me more manly and mild,  
And I know how Jesus could liken  
The kingdom of God to a child.

I ask not a life for the dear ones  
All radiant, as others have done,  
But that life may have just enough shadow  
To temper the glare of the sun.  
I would pray God to guard them from evil,  
But my prayer would bound back to myself;  
Ah! a scorching may pray for a sinner,  
But a sinner must pray for himself.

The twig is so easily bent,  
I have bannished the rule and the rod;  
I have taught them the goodness of knowledge,  
They have taught me the goodness of God,  
My heart is a dungeon of darkness,  
Where I shut them from breaking a rule;  
My brow is sufficient cover for me,  
My love is the law of the school.

I shall leave the old house in the autumn,  
To traverse its threshold no more;  
Ah! how shall I sigh for the dear ones  
That must meet me each in the door;  
I shall miss the "good nights" and the kisses,  
And the glow of their innocent glances,  
The group on the green and the flowers  
That are brought every morning to me.

I shall miss them at noon and at eve,  
Their song in the school and the street;  
I shall miss the low hum of their voices,  
And the tramp of their feet on the floor;  
When the lessons and tasks are all ended,  
And I hear say, "The school is dismissed!"  
May the little ones gather around me,  
To bid me good-night and be kissed!

## THE EDUCATION OF WOMEN.

BY COMMISSIONER NATHANIEL SANDS.

**PART FIRST.**  
The bread-earning power is the basis of independence, and an enlightened independence is essential to a high and noble intellectual development. Freedom of thought and action alone affords the opportunities indispensable to the growth of strong and self-reliant individuality. Combine the bread-earning power with superior physical strength on the one side, with dependence and physical weakness on the other, and we at once establish conditions very unfavorable to the success of the latter in the struggles of life, and utterly hostile to all healthy and strong development of its powers of thought and action.

Perfect equality before the law; perfect equality in the enjoyment and protection of every right; perfect justice to all—are the only solid bases upon which an enduring and true civilization can be reared.

The rights belonging to women are of precisely the same general character as those belonging to men. She is a complete moral being, with her own distinct conscience, her own personal responsibility to God and man, her own personal endowments and talents to be improved and accounted for, and which she cannot transfer, divide or alienate to any other. Even the marriage relation, which in a certain sense renders her and her husband one, cannot in the slightest degree impair the perfectness of her individual freedom and responsibility as a complete moral agent.

Such being the facts in regard to woman's responsibilities, it follows that her rights are correlative to her duties and her free moral agency. We cannot hold her to the responsibilities of a complete human being, if we deny her any of the rights of human beings. We say, therefore, that the rights of women and men are identical in their general character. She has the same right as man to select her own life-work, to self-culture, to the fruits of her own labor and the like. She has as much right as man to exert her influence in shaping legislation, the administration of law and the form of government under which she lives, for all human law and authority derive their power from the consent of the governed, and she is one of the governed. It

may be a separate question in what mode woman's will shall express itself to influence law-making and governing, but the right to make her will felt in these matters cannot be denied without repudiating the foundation principle of free government, or denying the personal responsibility of woman.

When woman's position is once correctly determined theoretically, it will then be her work to attain and hold and honor that position, though it may involve patient and long continued efforts on her part. The sources of power, as we have said, are intellectual and physical strength, under the sway of an earnest and high moral purpose. In these qualities are the indispensable requisites to the bread-winning power, and to the accomplishments of all those great results and noble purposes which alone satisfy a worthy ambition.

Woman must then turn her attention to a thoroughly practical self culture of mind and body, and thus secure the best possible development of physical strength and mental power. It is not platform declamation, or public complaining or scolding, that will elevate woman. But work—patient, cheerful, well trained and skilled labor—will do for her what it has done, and will continue to do, for men. Work is king, not sex. Woman must learn to look upon work as her best friend, and not her enemy. She must look to her own diligent hands and to her intelligent, well stored mind for her own support, and not to man.

The frailty and feebleness of body so common in the physical condition of women, and the languor and inefficiency resulting therefrom, are characteristic of the sex in this country, and foreigners visiting here often speak of it. We need not now inquire into the causes of this common evil. It is evident that our women do not cultivate physical vigor. Pale, emaciated, feeble and incapable of effort or endurance, even before girlhood is over, they are too often more burdens to themselves and others, while the boys and young men from the same families are strong and robust. It is clearly the case that women have much to learn in regard to the care of their health and the development of physical strength adequate to the duties of life. And this is true in all classes, rich and poor, high and low. And many a naturally bright mind and noble heart are quenched and eclipsed for life in consequence of being attached to these poor, languid, enervated, diseased bodies.

Every woman should feel the importance of this subject and labor to secure health, vigor and buoyancy of nerve and blood and fiber, so that the daily duties of life may be a pleasure and a joy. Of course women are not called upon to rival men in mere strength of arm, but a healthy, vigorous body is as necessary for woman's work as muscular strength often is for man's. Without health and vigor of body, the mind's eye may see and desire higher and better things, but the hand will be powerless to seize the good.

Every woman, no matter how high her position or how large her means, should learn thoroughly a trade or profession. She can never be strong or great unless she deals with strong and great ideas and occupations in a practical and useful way. They must work in the actual workshops of the world; they must know how to do things in every department of human activity in which their sex does not forbid them to take part. If men's habits and pursuits were the same as women's their physical and mental developments would be necessarily the same. When women as generally as men make up their minds to work for life they will soon find their special field of labor, and, if qualified by active, well-informed minds and healthy, vigorous bodies, they will see fields of effort and promise of success awaiting them on every side. As teachers, as professors, as physicians, as artists, as musicians, as manufacturers, as horticulturists, as accountants, and in a thousand other fields, she also may win her bread and crown herself with honor and wealth. Her active and intuitive mind, her practical common sense, her delicate touch, her refined taste, will open new industries and new arts and improvements; and woman's help and skill will be in ever-increasing demand. Let woman be thoroughly qualified in mind and body, and let her be fully resolved to win her share of the world's work and its rewards, and the victory will be hers.

The highest office in the gift of the nation is said to be that of surveyor on Mount Washington.

## PRIMARY TEACHING.

BY FANNIE MURRAY.

THE STUDY OF CHARACTER.

I earnestly deprecate any desire to assume, in these papers, the position of gratuitous lecturer, or any dictatorship of opinion whatsoever. They are merely offered, for what they are worth, as results of a considerable experience in class teaching. They are offered besides, in the belief that every interchange of ideas between teachers, every free expression of thought, is a benefit to our class; and that, through the journal which represents us and by every other available means, we should put ourselves in communication with each other as people united by common interests and stimulated by a common ambition.

We will enter at once into the work-day school world. We cannot, unhappily, content ourselves with the order of the opening exercises. We cannot watch, with admiring, uninitiated eyes, the parade of "recitation days," displays which sometimes bear the same relation to the real working of a school that the glitter before the scenes does to the rude machinery and the bare walls behind them. We do not linger in the porch, whatever may be its decorations; we are privileged characters; we pass at once into the "Penitential."

The Bible has been read, the hymn has been sung, the little boys and girls have marched out in diverging lines, the "doors are rolled," the teacher is in the presence of her class. And now, as the wise artificer gives close inspection to the materials which he is to fashion into beautiful forms, it becomes her first duty to study her materials—the character of her pupils.

The study of character! Does it begin with her? and is she the only observer? Who has not noticed the weird inquisition that meets us in the eyes of young children? There is something elfin in their steady regard, as if they were bright with an intelligence more than human. It may be that their young spirits, yet fresh from the hands of their Creator, yet undrained by the mists of this world, retain the clear vision of our unfallen nature, and read truth through all disguises. However that may be, they make few mistakes in their judgments. There is not a weakness of purpose to which they will not readily submit. They know where to love, and where to fear. If there is the slightest vacillation in our minds with regard to them, they are aware of it as soon as we are. With what marvelous intuition they read our disposition toward them in our first glance. With what quick sympathy they answer to all the changes of our moods, brightening with our approval, darkening under every shadow of our indifference or anger.

What diversity of feint and expression there is among them! how many tribes and tongues and nations they represent! Look at the purely Asiatic head of that boy yonder—the black hair, the oval eyes, the swarthy skin. You might place him, with perfect fitness, on the back of a camel at the gates of Damascus, or see him dip a slender pitcher in some well of Palestine; give him any background of palm, or olive, or torrid waste of sand, and he will harmonize with it perfectly. And look at the young Vis-Goth beside him! the keen blue eye, the white forehead, the lanky hair, the marked heroic features! These sharp contrasts are not fancy sketches; they are familiar to every teacher in our city of many nations. Unfortunately, however, we have not time for this esthetic view of the situation. Idealizing their heads and faces, though an agreeable occupation, is hardly a profitable one; nor is a large primary class a place favorable to poetical abstraction. But there remains a practical study of character which is of fundamental necessity. While there are general principles of teaching as exact as the principles of any other science—laws of mind, as well as laws of matter—these require individual applications. We cannot grind out finished scholars by turning the crank of any uniform method. No! their very faces show from what different origins they have sprung, by what different circumstances they are surrounded, as accurately as the indentations on the edge of a leaf show to what species it belongs; and the teacher who neglects these indications exposes himself to the torture of having ill-disciplined because ill-understood pupils, to the risk of working hard without adequate results, and of feeling, when a day of trial comes, all the bitterness of unappreciated efforts.

Let us take a girls' class, for instance. There are little flutters of pink and blue ribbon on the silky hair, gay tints in aprons and dresses, everywhere a certain grace and color that makes it an attractive sight. Is there need for any close analysis of character here? Look at that child into whose face the spirit flashes with every prompt answer. Inherited intelligence and refinement are on the broad forehead and in the delicate lines of the mouth and chin; she has also that already which does not come by any order of descent, the sense of intellectual power.

She is a type of the bright children that are to be found in every class, who drink in knowledge, as plants absorb light, without effort, but by whom it would be most erroneous to grade our progress or measure our success.

The lesson that has made her face vivid with thought has not produced the slightest effect upon her neighbor. There she sits, utterly placid; content expressed in her round, rosy face and demure eyes—yes, even in the plump neck, with its string of gilt beads, and in the brown arms and hands. What shall we do with her? how shall we reach her consciousness? If we scold her, we stupefy her; if we disregard her, she will never learn from her own volition. There is neither a large nor an active brain behind that low, smooth forehead.

There is one way, and only one. Love and praise are dear to her, and for them she will work with all the power that is in her. Ah, Gretchen! no one will ever see, under your head, "The circle rounded fair, with faultless demonstration." We will never make you a mathematician, nor an astronomer; a friction of the spirit will ever waste your comely features; but you shall read sweetly many nice books; yes, cipher within certain limits, and set a fair superscription on your letters of the future; nor do we doubt that you will fill your allotted place in your day and generation with perfect success.

Here is another face, which is also a representative one. It does not want capacity, but it is mean and bad notwithstanding. There is subterfuge and treachery already in the furtive eye, falsehood and cowardice in the uncertain mouth. This is not the fault of the child; she inherits her character as she does her lineaments. Exact everything from her, insist on the full performance of every duty, detect all her evasions, show her the beauty of truth and shame her into honesty in word and act.

A class of boys, we all know, is not as pretty a sight as a class of girls. There is less of the decorative about them in dress and appearance; but there is greater force and depth (may we be pardoned the heresy) expressed in the unkempt heads of these young Ishmaelites of the street. They are also much harder to manage. Now what power have we over them in these days of "moral suasion" but that which comes from a knowledge of their character and the judicious application of that knowledge to their government?

The time spent in acquiring this, by various tests and experiments, is not lost; it is seed that will return us a hundredfold in every step of their progress. We will pass over the bright boys, who, like the bright girls, require very little of our attention; we can recognize them before we have given a lesson; the hard work of the teacher is not with them. It is with the dull ones, the children of slow brain and heavy animal nature, who must be taught step by step with untiring patience. Sometimes these develop quite unexpectedly in some direction, but more frequently go on to the end of the chapter, a vexation and a weariness of spirit. There is a villainous face! Look at the scowling eyes, the heavy horizontal brows. Every feature already indicates violent and cruel passions. If a thorough training does not alter the bent of his inclinations, the history of that boy is even now written. A man with the character which that face foreshadows would watch his unarmed enemy from some treacherous shadow, would grasp the knife in instant and deadly decision of any quarrel. Educate him! educate him! Give him his evil energies an upward tendency. Teach him, by gracious and gentle speech, that there is something in this world besides oaths and blows; but let him feel, through all, the control of an inflexible will.

Foster in him every desire for knowledge, every emulation of what is good; establish a principle of right and wrong among the savage instincts of his nature, and you have done something for human society and for God's service.

It is useless to multiply instances; the variety is endless. We have only taken these salient points to illustrate the necessity of studying character if we would teach with full efficiency.

When we think of the homes from which many of these children come, the pestilential atmosphere, for soul and body, that surrounds them, can we wonder that we find in them many a noxious growth? Let us be patient with the worst, as well as the best; let us use every appliance that skill and science have placed at our disposal to train them upward to light and freedom. Let us not fling any one aside as a coarse weed, unworthy of our attention. Each one is the beginning of a life with all its possibilities of good; each one is quick with an immortal spirit.

## WHY PEOPLE GIVE AND TAKE POISON.

LECTURE BY PROFESSOR SEELEY.

At the meeting of the New York Liberal Club last week a lecture was delivered by Professor Seeley on poisoning. The lecturer was introduced by the chairman, W. L. Ormsby. Professor Seeley commenced by giving the history of the different poisons from the earliest ages. He spoke of many of the female poisoners, and dwelt at great length on Lucretia Borgia. He said some writer in one of the magazines had the effrontery to represent her as "a virtuous and good woman." She was, no doubt, the speaker said, a beautiful woman, and even after her death people were willing to praise her as a saint, but he should consider that a woman who had been the first to use poison was a wicked, bad woman. Of the three or four women who of late have been put on trial for murder by poison, the majority of them were prompted by the desire of their paramour. In the earlier ages in some countries it was almost a customary thing for women to poison their husbands, but lately in these same countries when a woman's husband died, she was compelled to sacrifice herself. He then spoke of the different poisons, flowers, shrubs, etc., and recited the startling fact that in India nearly 40,000 of the population died yearly from the bite of serpents, and the thing was not abated until the authorities were forced to offer a reward to any person who would bring a serpent dead, or alive to them; this method thinned them out considerably. He related the curious fact that the rattlesnake's bite, which was certain death to human beings, and also to many animals, had not the slightest effect on pigs. After speaking of the sensation of a person who is dying from poison, he read to the audience a copy of a memorandum, left by a young man who from curiosity had tried the sensation. The youth entered his room, and building a fire of charcoal, he closed every crevice where air would be likely to enter. He then lit a lamp, sat at the table and wrote from time to time his feelings. He says: "Now, 10:15 P. M., the furnace burns well, the lamp is burning brightly; 10:20, pulse is calm; 10:30, a thick vapor, stifling smell, through the room, my lamp lights bad, my head aches; 10:40, lamp still burning, I suffer terribly; 10:50, I can hardly breathe, I have symptoms of madness; 10:55, my my—" He is dead. He thought people were foolish who resorted to arsenic to get rid of their enemies, for the billionth of a grain can be traced in the stomach. Most of the poison which is administered remains in the body if not in some way destroyed. If the person should die, the arsenic remains in the body forever. If poison is used, it is practiced by either ignorant or very intelligent people; the latter always imagine they have something new, which cannot be detected. Arsenic, he contended, was everywhere around us. In places where the inhabitants take it out by the ton, they use it so that after a while they become like opium-eaters. The green window shades, wall paper, opera tickets, etc., were covered with green arsenic; even the school books with green covers are injurious, and should never be permitted to be used by children. Professor Seeley continued his discourse at some length, and was followed by Dr. Hallock, who believed that many children who were born in this country were born as murderers, owing to the mental condition of the parent. He had known a man who had went to a drunkard's grave, without power of resistance, and learned afterward that he contracted this disease from the mother.



## THE SPIRIT OF SCHOOL DISCIPLINE.\*

BY REV. A. D. MAYO, CINCINNATI, O.

As I have listened from time to time to your recitations on school management, it has occurred to me that a talk on the spirit of school discipline would not be out of place, and to that topic I now invite your attention.

I am afraid a good many teachers do not yet comprehend the extensive meaning of this phrase, "school discipline." Thirty years ago, when I was a school teacher, school discipline was generally understood as "keeping order" in a room full of children. In order to impart knowledge to this restless crowd, it was obviously necessary that a certain degree of attention should be concentrated on the work, that disorderly children be brought to terms, and any expedient that would accomplish this purpose was deemed legitimate. As a narrow-mouthed bottle must be held upright and firm while anything is poured into it, so the consolidated childhood of the school-room must be kept "right side up" in order that the pedagogical pour in of its precious nectar of knowledge without spilling over the edges. Hence, in those days, "keeping order" meant a vigorous administration and a perpetual anointing of the young disciples with the "oil of birch." As ordinary human nature was hardly adequate to the enforcement of such a system, there came up a special class of schoolmasters who were called in, once in two or three years, to restore the run-down discipline in the school.

I have now in my memory several of these professional bullies of children, and were I to describe any one of a dozen scenes that occurred in my childhood under their administration, I fear I should fatally demoralize your attention for this occasion. Unfortunately, the idea still largely prevails among common-school teachers that "keeping order" at all hazards is the Alpha and Omega of school discipline. This class of teachers seem not to have the faintest idea of any moral obligation to develop the character of their little ones, and so if they are kept quiet by bribes, threats, blows or any other means, truthful or false, the work is supposed to be accomplished. There are still, I fear, ladies in school-rooms in Cincinnati in whose hands the rattle seems to fulfill the same office as the knitting-needles in the hands of their grandmothers, to fill up the pauses or other occupation. As the good old Quaker brother announced to his spouse at supper that he had just found a squad of bad boys in his orchard, and "noticed them over the wall with a pitchfork," so these amiable guides of youth "entice" their youthful charges along the flowery paths of science by the perpetual tingle of the switch. It is unnecessary to characterize this style of school discipline as it deserves. It is superficial, ineffectual, semibarbarous, and reduces the best collection of children to a drove of unruly human cattle, driven along a dusty road, whose only care is to keep out of the way of their hated driver.

School discipline, as taught in this Normal School, signifies quite another thing from this caricature of government. It means everything you can do to develop character in your children, as distinguished from the mere imparting of useful knowledge.

The American public school has two great objects in view. First, to give to all children the rudiments of useful knowledge. The vast majority of children in this city have only six years allowed them by their parents for their entire school life. At the end of this, their life of toil begins, which will be to them a life of monotonous drudgery, or a perpetual advancement in prosperity and happiness, according to their own intelligence and force of character. The Board of Education decides what branches of useful knowledge shall be imparted. This Normal School instructs you in the best methods of imparting that knowledge. When you enter the school-room your principal and the superintendent of schools, with an occasional help from special teachers, will further aid you in this important work.

But the second object of the American public school—the one to which the former is subsidiary—is the development in the mass of American children of that force of personal character which shall qualify them to become American citizens. This, indeed, is the real ground on which we claim the support of the public for our whole system of common schools. All these little boys, if they grow up, will become voters—each of them a sovereign citizen in the great American Republic. Each of these little girls, if she lives, will probably in some way, either as mother or friend, be responsible for the formation of the character of men in their youth, beside the performance of her own duties as a citizen of the country. So the public pays liberally to put these little boys and girls into a school of American citizenship, of which the two essential parts are instruction in useful knowledge and development of personal character.

Without this development of personal character, the knowledge you impart to these children will be of very little effect; for only knowledge that becomes a vital part of our manhood and womanhood tells in actual life. You are by no means the sole workers in this field of the development of character in these children. Their parents, their friends, the church, the city in which they live, their whole life is providentially ordered for this result. But it is

doubtful if any one class of people has a better opportunity to develop character in children than the teachers of our public schools; indeed, in many instances, the school mistress is compelled to be, for the time, the spiritual mother of the child. So this matter of school discipline resolves itself into your solemn agreement with the people of this city to do your best to form in every child placed under your charge that style of personal character which shall fit it to be a good American citizen; which is only another name for being a good woman or man.

Now, just here lies one important peculiarity of our American public schools. You will hear a great deal about the admirable school system of other countries, and, in many respects, especially in regard to methods of imparting knowledge, some of these schools can doubtless teach us many things. But one thing no other country can teach us, and that is the very thing we are now considering. In Germany, in France, in Italy, to a great extent in Great Britain, children are taught in schools as well as everywhere else, to be the subjects in an aristocratic or imperial State. In the United States children must be everywhere taught to be citizens of the Republic in which every man and woman has a commanding influence over government and society itself. The more you think on this distinction the more light you will have on the proper method of discipline in American common schools. In Europe the masses are only expected to obey laws; in this country the masses, through their representatives, make every law which they consent to obey. So American children must be taught, not only the art of obedience to law, but there must be developed in them that habit of self-control, reflection and moral stamina, which will enable them, when they grow up, to make the laws and fashion the whole order of human society in which they are to live. In the Old World, when a prince is born, the most accomplished teachers are summoned from the whole empire to preside over his education. In America, every child that enters the school-room is a potential prince or princess, whose future life may be more influential on the whole people than any of us is able to compute. To comprehend this peculiarity of American school life, you should study attentively the history and form of government of the United States—a branch of knowledge in which I fear our lady teachers often fail than in any other.

So do not begin your life as teachers with the idea that your only duty is to enforce obedience to law in the school-room. Too many of our school-teachers seem to feel and act in this position like despots, and enjoy the enforced obedience, sometimes even, one would think, the humiliation and abject slavery of the children under their rule. You cannot succeed in enslaving fifty American children, because American society everywhere outside your school-room is teaching them to be free. But you can exasperate, crush, wound, pervert and disgust those children in such a way that you may really undo them for the responsible life that is before them. Too often does the teacher of this sort move about her school-room like an elephant in a flower garden, trampling out every sweet blossom of confidence and destroying all hope of growth in character. It is said that the grass that is pressed down by the roller on the lawn only becomes more tenacious and obstinate by the pressure; so the souls of these little children that are thus outraged by petty despotism are only biding their time to explode in rebellion against everything that is orderly and just.

How can you educate these children into this habit of self-control which shall develop the true national character and make you one of the legislators of the State?

Moral government, like charity, begins at home. No child can educate another child. If you remain only a girl, with the average moral stamina and reflection of ordinary girls in their teens, you cannot do this work. If you are not conscious by this time of a new spirit awakening within yourself, a spirit of serious reflection on your work, solemn responsibility to God and your country, tender love for childhood, a determination to withdraw from the follies and weakness of girlhood, and consecrate yourself as a young woman to this glorious field before you, it will be far better that you retire from this school and never assume the office of teacher. If you cannot control your temper at home and with your friends; can keep down the little jealousies, vanities and freakishness that so affect girlhood; can not cure yourself of any habits of untidiness, general carelessness, indolence, inability to concentrate attention; if you can not be, in short, a young woman who everywhere impresses herself as one who has gained control of her own powers, and has a definite object in life, you can never succeed in the discipline of a school-room. If you have not thought sufficiently on this point already, I beg you at once to give your whole mind and heart to it, and if you do not understand what I now say, or do not think it possible to comply with such demands, you will not make the teacher we need.

Then begin at once to observe and study children. Study their habits, their little ways, their characters, their infinite variety of disposition; in short, learn all you can about children everywhere. Instead of "shutting down" on childhood as soon as you are out of the school-room and retreating into the selfish seclusion of your own mind, study children especially out of school and do outside can you rule your little kingdom within. An editor of a great newspaper always keeps his editorial eye

open for an article, and by and by the whole world adjusts itself to him, and every day offers swarms of articles ready made to his command. So should you go about every day with your eyes open to American childhood, and if you keep looking at children with a loving heart you will soon become so attracted and enchanted with this new world of observation that you will thank God for the great privilege of your life. It is not easy for all young people, even young women, really to love childhood, and if any one of you is destitute of that feeling, and can not acquire it, you should never teach school. But almost every young woman has a natural love of children, and that natural affection you must educate and develop by every method in your power, until it becomes an over-mastering principle of your nature. Love is the golden key that unlocks all souls, and the young woman that enters a dingy city school-room filled with restless little children, if she carries a loving spirit and a habit of constant observation of the ways of childhood, will be like a sun rising every morning upon her little family, and each member of it, like the plants and flowers at sunrise, will lift its head in the light.

Your observation will teach you that, of all creatures in the universe, little children require the greatest amount of patience and persistence for the development of their characters. Every child is obliged to range over a great extent of spiritual territory before it can find its own bearings and get its face set toward the light. A great deal of the willfulness, mischief, even wickedness, in children, is only the result of this irrepressible curiosity in exploring life. If this school were placed, to-day, in the Louvre at Paris, amid the most marvelous collection of beautiful and curious things on earth, you would behave very much as children when they first enter human life. This city is a fairy land to every child that skips along its pavement, brimming over with greater wonders than are told in the Arabian Nights. You must expect these little people will rush about hither and thither, dizzied, excited, bursting with wonder, trying to clutch a hundred things at once, half beside themselves. Especially is our American city life a terrible ordeal for childhood, and your children come to you often nervous, exhausted, demoralized by the fearful rush of life all about them. How cruel then, how infinitely foolish, for a teacher to go into such a crowd like a martinet, laying down rules that demand a development of character rarely found in adults, and when they fail try to scold, or whip, or force everything to her own rule. You must have all the patience you can get, and pray for more every day. Yet, after all, you can only hope by perseverance, by working month after month, and year after year, to achieve an approximate result. I do not mean that you should be lax or undecided, or excuse too much in children. I only mean that when your plan is formed and the idea of discipline fixed in your own mind, you should be content to approach it gradually, patiently, perseveringly. Everything that lasts in this world is of slow growth, and human character the slowest growth of all.

The power to control and develop character in children is greatly the power of personal presence. Mr. Emerson says the aristocracy of Great Britain have ruled the British Empire for centuries by the magic of lofty manners. John Adams once said Washington succeeded because he knew enough to keep his mouth shut. To talk well and wisely is a great power, and many people greatly influence society by their power of expression. But the teacher who can preserve a manner at once affectionate, powerful and dignified, and is economical of speech, enters the school-room with a prodigious advantage. Nothing amuses a mischievous crowd of children like a teacher who flies about like a restless hen, protecting her brood, with ruffled feathers, clucking her displeasure, and filling the hours with a never ceasing cackle of useless talk. They enjoy the spectacle of a bug, knowing she will in due time "run out" and they bestir to their pleasant device. Our oral system of teaching, with all its advantages, has this great temptation; that it offers the opportunity for one of those loquacious teachers to flood her audience with a vain decoction of learning, seasoned with the pepper and salt of reproof and moral precept. Avoid too much speech and restless manner as the worst foes of true success. Cultivate a pleasant dignity and grace, a method of speaking plain, direct, but decisive, and as brief as you can handle. This matter of presence is an outgrowth of character, and you must observe all I said previously if you desire to succeed in acquiring it. It will surely come with ripening culture and experience, and it is one of the most decided tokens of power in the teacher. There are some people so electric with life that they sway all souls by their presence; wherever they go a virtue seems to pass out of them; their face is a benediction and an inspiration, and dependent souls turn to them as the sun-flower turns to the sun. Aim perpetually to be to your children, not a stern governor or a martinet, but all their happiness, but a gracious incarnation of wisdom, justice and love. The ancients rightly symbolized wisdom in the form of the goddess Minerva; for only where science is embodied in a lofty and loving presence, are children won and moulded to a higher life.

A great help in this development of the American style of character in our children is the cultivation of habits of unselfish activity. Try to show your pupils in the school-room that they are one family, for the time brothers and sisters—that they all ought to be proud of the success, all grieved

at the disgrace of any of their number. The habit of some teachers of keeping certain feeble, slow, mischievous scholars, in their room under a perpetual fire of ridicule and humiliating criticism, is thoroughly wrong. Our system of marking and stimulation, through examinations, requires a reform; it throws the scholar who needs encouragement and support too much under the feet of the class, and fills the brain and heart of the bright children with something like an insanity that haunts them through their waking and sleeping hours. But even this stimulating system is too often systematically perverted by mechanical teachers, who sow in the school-room the seeds of these bitter rivalries, jealousies and heart-burnings that so desolate our whole social state. If you have a dull section in your room, persuade your family of scholars to close about it and help it out; if a lazy or mischievous squad, inspire the leaders of the room to awaken them to a sense of duty; if a violent boy, the victim of a wretched home, teach every boy to feel an obligation on his soul to bring that unfortunate one back to virtue. You must often accomplish through your best scholars what you never can do alone. A school-room should be governed a good deal by a healthy public opinion among the children which frowns off disobedience and indolence and encourages their opposites. If you can help form that public opinion you have done the best thing to prepare the children for American citizenship. How do we keep men and women in a tolerable state of morality and order in Cincinnati? Not by sending round a policeman to strike with his club on the head every man or woman who does wrong. We keep the policeman for the last resort, and rely on public opinion to give man and woman their place in society. To go about personally correcting and punishing every offense in a school room is like bringing the highest power in the State to crush out the least offenses. You can only suppress vice in this way; while the problem is to root it out by making your family see that it is their mortal foe, and using this public opinion to work its natural results in elevating the character of the school-room. Do not make yourself the body-servant of your pupils. Teach them to wait upon themselves and wait on each other. It may create a little more confusion, or occupy a little more time to set a committee of the children to gathering up garments, or performing any necessary work, than to do it yourself; but if you do all these things you are confirming the worst tendencies of American youth, to claim the labor of their elders for their perpetual amusement and comfort. Even the Almighty cannot satisfy the diseased craving of many of our children to be waited on. Teach them that American children are equal before the law, and all must learn to "do as they would be done by" in the minor matters of daily life. A cheerful, unselfish activity is the best school of virtue, and every school-room should be such a nursery of character.

I am aware that even these expedients will not always reach the criminal class in the school-room. My whole theory of corporal punishment is, that it is to the school what the criminal court and its penalties are to society. To whip or strike a child puts him at once into the criminal class in your room; and to do this for a small offense is like putting a citizen in jail for lying, or anger, or anything except a dangerous offense. Thousands of children are ruined for life by being treated like criminals in the family and the school. Never give a pupil a blow till you have deliberately made up your mind whether you are willing to incur the responsibility of placing him among the criminals of the only society he knows anything about. A school-house where the rattle is perpetually switching children, used to punish the dull, to suppress the mischievous, to stimulate laggard powers, to enforce silence, to punish the myriad offenses of trivial nature that beset any crowd of children—where the principal is a sort of executioner down stairs, to whom the irresolute ladies above apply to do work repulsive to themselves—is a nursery of criminals; the most ingenious device for filling out jails and penitentiaries. Keep your rattle out of sight; never strike a blow till every other method fails; and then let your punishment be so just that the public opinion of your room stands behind you, and the offender feels he is chastised by the class through you. One hasty or unjust punishment often ruins the reputation of a teacher with the whole class, and henceforth the hearts of all her little ones are turned away from her. For incorrigible wickedness in a child, you should call for aid upon your principal; but our lady teachers have fallen too much into the habit of burdening their superior officer with a multitude of offenses which they could better deal with themselves. If you feel yourself responsible for the conduct of your pupils, you will not go to your principal in a case of discipline until you and your school have done your best. It would often be better to call in a dozen of your best boys and girls to talk over the case of an obstinate offender and set their hearts and heads at work for his reformation than to turn him over to the supreme authority for summary punishment. A principal is not a refuge for the timidly, indolence or indifference of his lady teachers, but a man placed at the centre to vitalize the whole house and enable any subordinate to shoulder her whole duty. I believe we shall by and by come to the point of a reformatory department in every school system where the incorrigible criminals that do so tax our patience can be placed under

the care of wise, gentle and strong teachers for reformation. Such a department would be an untold blessing to multitudes of parents who now have lost control over their children, and revolt from the public disgrace of our asylums for juvenile offenders. Many a boy or girl could thus be saved who now grows up a pest to society.

I well understand that all this may seem to you too difficult and lofty, and perhaps discourage rather than inspire you. But remember that excellence is only attained by working toward lofty ideals. Fix your eye on something like this, and put the whole force of your life into its attainment, and you cannot help growing broader, better, wiser, more successful teachers every month. For the whole secret of great success in life is to get on the right track, become enthusiastic, and throw yourself with all your might into your work. Then Omnipotence closes up behind you as the ocean lifts the least wave on the rising tide till it mounts the crest of the sea, reflecting the whole firmament as it hovers an instant in the glittering line that sweeps with irresistible force to the shore. Your duty is to look toward your work and do the wisest, best and most beautiful thing within you, and an unseen yet omnipresent love will do the rest.

## AN IMAGINARY TOUR.

BY H. W. CLARKE, NEWPORT, R. I.

Once upon a time the imaginative part of my existence took to itself wings and made various flights and journeys over sea and land; and I now propose to tell you, in an enigmatical way, something of the strange sights that I saw.

First, then, I saw a daughter of Africa, an island, running mad through the Indian Ocean [Madagascar], to pick up a bright gold coin, lying in the ocean on the north of Australia [New Guinea]; but with what success I could not say, as I took sudden fright at an article of clothing, lying in the water on the northern coast of this same Australia [York Cape]; and turning my course northward along the coast of Asia, my attention was soon arrested by the sudden appearance of an awkward looking animal, with wings and feathers, making all sorts of hideous noises [Shanghai], perched upon the edge of a piece of crockery [coast of China].

On the west of Spain I saw a maiden bathing in the cool waters of the Atlantic Ocean [Portu-Gal]. I next observed in the middle of the Pacific Ocean a huge serpent, devouring, with apparent relish, a group of islands [Sandwich]. In my flight northward, and not far from the North Pole, I passed over a tract of land, which, although covered with snow, was green [Greenland]; and what appeared to me more strange, when I was about to leave its southern shore, it opened its mouth and bled me "good-bye" [Cape Farewell], while the land on the northwest amused itself and surprised me, by making odd grimaces at me [Grinnell Land]. I observed, while in these regions, that there was little or no noise, but a great many sounds [Smith's Sound, Melville Sound, Lancaster Sound], and that many passages of water, though ever so crooked, were called "straits" [Bank's St., Melville St., Hudson St.]. Feeling not a little displeased at such perversion of language, I turned my course again toward the South. I had left the north pole behind me but sixty-six and one-half degrees, when lo! I discovered that a long, narrow strip of the earth's surface, running east and west, had broken out in a bad-looking and dangerous sore [Tropic of Cancer]; but, on taking a second look, it was not at all to be seen [an imaginary line].

Just so far south of the equator as this cancer was north, I noticed a very peculiar kind of corn growing on the land and in the sea [Capricorn].

Getting a little farther south, I found that some of this corn had been ground coarsely, and baked into islands [Graham's]. Presently, I heard from a certain point of a rocky island, not far toward the west, the blowing of an instrument which appeared to be calling some one to dinner [Cape Horn], and instantly I saw the country on the north [Patagonia] take its seat before a certain kind of elevated land [Table-land], and with a large island, from the eastern coast of Asia, in one hand [Nippon], and a group of islands from the east of Florida, in the other [Haiti-land], he commenced his meal, during which he ate up not only Graham's land, but also a political division of Europe [Turkey]. Ending his meal with an indigestible slice of Northern Africa [Desert of Sahara], seasoned with the beginning of a river [Source], and concluding all with a dish of apples made of wood [Pine apples].

I afterward saw one of his cooking instruments, lying on the ground, in the northern part of South America, covering a great extent of surface [Bain of the Amazon]. I also observed that, in one of his hungry fits, he had made a raid on the southern part of Australia [Great Australian Bight]; and among the high mountains of the Himalaya range I saw one of his loosely constructed buildings [Water shed].

But when last I saw him he had called his children around him—a son, a boy from the south of Asia [Bengal], and three daughters, one a city from Michigan [Ann Arbor]; one, a State from the south of Pennsylvania [Mary Land], and the other a body of water from the north of Ohio [Erie Lake], and his spiritual adviser, a city from Minnesota [St. Paul], was commending his spirit to a group of islands on the west of Patagonia [Madre de Dios]. Mother of God, or Virgin Mary.—R. I. Schoolmaster.

\*An address to the pupils of the Cincinnati Normal School.



## Chats with Young Folks.

CONDUCTED BY L. KATHARINE HERSHFIELD.

## GYMNASTICS FOR THE BRAIN.

## NO. 1.—PUZZLE—A FLOWER.

One word in each couplet:  
 "The ruling passion, be it what it will,  
 The ruling passion conquers reason still."  
 "And what a heart-delight the sailors feel  
 At last,  
 To view the port desired—so many toils  
 And dangers past."

"The rose that all are praising  
 Is not the rose for me."  
 "The sweet remembrance of the just  
 Shall flourish when he sleeps in dust."

"From brightening fields of ether fair  
 Disclosed,  
 The child of the sun, refulgent summer  
 Comes."

## NO. 2.—TRANSPOSED FLOWERS.

## 1. Regina sum.

## 2. On a tin car.

## 3. Here's a seat.

## 4. Love it.

## 5. A nut pie.

## ANN A. LITICA.

## NO. 2.—ENIGMA.

My first and second are in corner, but not  
 in edge;  
 My third and fourth are in quoin, but not  
 in wedge;  
 My fifth, sixth and seventh are in turbu-  
 lent, but not in noisy,  
 And my whole is an out-door game.

## ALICE E. S.

## NO. 4.—SQUARE WORD.

1. To slay. 2. A thought. 3. To guide.

4. A well-bred woman. S. W.

## NO. 5.—CHARADE.

My first's a little busy thing,  
 My second ladies sometimes do;  
 My whole—I'll tell you true—  
 An animal of swiftest pace  
 Is famed for beauty and for grace.

## NEMO.

NO. 6.—ARITHMETICAL PROBLEM.

The difference of the measurement of  
 two casks is 14 gallons, the two casks to-  
 gether hold 60 gallons; find the number of  
 gallons that each contains. M. L.

## NO. 7.—DIAMOND PUZZLE.

1. A consonant. 2. Relation. 3. A divi-  
 sion of a poem. 4. The face of a coin. 5.  
 A fruit. 6. The master of a ship. 7. To  
 resist. 8. Artful. 9. A vowel.

## SNOWDROP.

ANSWERS TO PUZZLES, ETC., IN JOURNAL  
 No. 68:

No. 1.—25 years.

No. 2.

ELECT  
 LOIRE  
 EIDER  
 CREAM  
 TERMS

No. 3.—1. Sir Walter Raleigh. 2. Mary  
 Queen of Scots. 3. Copernicus. 4. Roger  
 Ascham. 5. Lambert Simnel. 6. Leonardo  
 da Vinci.

No. 4.—Cowper, Milton. 1. Clarion. 2.  
 Ohio. 3. Whist. 4. Pill. 5. Eli. 6. Room.  
 No. 5.—Ratsbane.

No. 6.—Civil.

## BARE HALL.

Of all the sports which our boys are  
 wont to engage in, base ball is, undoubtedly,  
 the most invigorating and the most en-  
 joyable.

An afternoon spent in the open air and  
 the bracing atmosphere, the healthy exer-  
 cise, and the innocent excitement of a  
 "match game," all combine to render this  
 play an interesting one, although, as al-  
 most any other good thing, it may some-  
 times be carried too far.

Now that the summer months are coming  
 around again, our professional clubs are  
 marshaling their lines in battle array, and  
 appearances tend to the belief that the ball  
 campaign this season will be an exciting  
 one. Amateur clubs are also busily pre-  
 paring themselves, and we think it about  
 time for our school-boys to form clubs, as  
 they usually do every summer, and "come  
 out," too.

As we take a lively interest in the game,  
 we would like to have our young friends  
 send us reports of games played between  
 the members of educational institutions, and  
 we shall take pleasure in inserting them in  
 this department.

Old Master Brown brought his ferule down,  
 His face was angry and red;  
 "Anthony Blair, go sit you there,  
 Among the girls," he said.

Se Anthony Blair, with a mortified air,  
 And his head hung down on his breast,  
 Went right away, and sat all day  
 By the girl who loved him best.

Mrs. Barbauld says, "finding out riddles  
 is the same kind of exercise for the mind  
 as running, leaping and wrestling are for  
 the body."

A boy's idea of having a tooth drawn:  
 "The doctor hitched fast on me, pulled  
 his best, and just before he killed me the  
 tooth came out."

All communications and contributions  
 for CHATS WITH YOUNG FOLKS should be  
 directed as heretofore to the office of THE  
 SCHOOL JOURNAL, where the editor of this  
 department can obtain them.

"Oh, Tommy, that was abominable in  
 you to eat your little sister's share of the  
 cake." "Why," said Tommy, "didn't you  
 tell me, ma, that I was always to take her  
 part?"

## Crumbs for the Curious.

The woman who is "worth her weight  
 in gold" isn't such a great matter after all.  
 The average feminine avoirdupois would  
 only balance about \$30,000 in the precious  
 metal.

Here is the motto of the medical students  
 of Michigan University: *De mortuis nil nisi  
 bonum*. Their interpretation of the passage  
 is, "Nothing good in the dead but their  
 bones."

Royal ladies in Europe cannot govern  
 their own health. The Empress of Austria  
 is consumptive, the Empress of Russia  
 suffers from gout and dropsy of the heart,  
 the Empress of Germany is a victim to  
 rheumatism, the Queen of Holland is sub-  
 ject to frequent fits of hysteria, the Queen  
 of Portugal is a confirmed invalid, and the  
 Queen of Denmark is deaf.

A young lady in one of the Normal  
 schools of the United States, gave the fol-  
 lowing answer to the question, "How do  
 you know that the earth is round?" "They  
 know that the earth turns round, and if it  
 turns round it must be round, so as not to  
 make any confusion with anything in its  
 round as easy, because it could not balance  
 the corners very good; as it does not go  
 as swift as some bodies the corners would be  
 catching into things, while having it round  
 they do not."

## The Roll of Merit.

By a resolution of the Board of Educa-  
 tion, passed April 19, 1871, this paper is  
 especially designated to give monthly, under  
 the above title, the name and residence of  
 the best pupil in each class in every school  
 in the City of New York, the information  
 being furnished us through the Clerk of the  
 Board by the several Principals. The official  
 character thus given to the list makes it  
 to all whose names appear therein an im-  
 perishable certificate, fairly and honorably  
 earned, not only of good deportment, but  
 of intelligence and the faithful discharge of  
 duty. The last Roll stands as follows:

## GRAMMAR SCHOOL No. 1.

## MALE DEPARTMENT.

Class 1. Frederick Vetter, 215 Madison st.

Class 2. John Campbell, 35 Cherry st.

Class 3. Benjamin Honor, 21 Chestnut st.

Class 4. August Heiler, 30 New Bowery

Class 5. George Foster, 21 Hamilton st.

Class 6. John M. Harrington, 36 Cherry st.

Class 7. Patrick Sullivan, 22 Water st.

Class 8. John Ebert, 10 Madison st.

Class 9. Gustav Scholz, 2 Vandewater st.

Class 10. Philip Dietrich, 4 Rose st.

Class 11. John Smith, 4 Monroe st.

Class 12. Daniel Murphy, 60 James st.

Class 13. Michael Kennedy, 297 Pearl st.

Class 14. Joseph O'Flynn, 72 Peck slip

Class 15. Cornelius Dowd, 17 Vandewater st.

Class 16. William Byrne, 107 Cherry st.

Class 17. John Carrigan, 30 Cherry st.

Class 18. Frederick Biers, 60 Oliver st.

Class 19. Isabella Scott, 24 Ann st.

Class 20. Eliza Michael, 9 Peck slip

Class 21. Jane Sprengel, 69 New Chambers st.

Class 22. Sarah Corrigan, 30 Madison st.

Class 23. Mary McElbourne, 78 Roosevelt st.

Class 24. Katie O'Brien

Class 25. Margaret Flaherty, 32 Madison st.

Class 26. Mary Frost, 21 New Bowery

Class 27. Margaret Hoffman, 30 Vandewater st.

Class 28. Mary Hinely, 212 Vandewater st.

Class 29. Alice Callan, 30 Vandewater st.

Class 30. Alice Kaplan, 24 James st.

Class 31. Alice Moran, 24 James st.

Class 32. Mary A. McCarthy, 49 James st.

Class 33. Louise Keeler, 78 Franklin st.

Class 34. Dena Kaul, 36 Franklin st.

Class 35. Mary K. Sullivan, 13 Peck slip

Class 36. Louise McLean, 13 Rose st.

Class 37. Joanna Lynch, 215 Water st.

Class 38. Mary Manning, 31 Oak st.

Class 39. Annie Collins, 31 Roosevelt st.

GRAMMAR SCHOOL No. 2.

## MALE DEPARTMENT—FEMALE.

Class 1. Lydia Mary, 431 Canal st.

Class 2. Mary Baker, 53 Thompson st.

Class 3. Mary Russell, 100 Spruce st.

Class 4. Sophia Buehler, 118 South 25th ave

Class 5. Matilda Stinner, 457 Broome st.

Class 6. Katie Bobbe, 34 Hudson st.

Class 7. Louisa Kugel, 47 Wood st.

Class 8. Celestine Gerard, 47 Wood st.

Class 9. Louise Kugel, 47 Wood st.

Class 10. Marie Meyer, 100 Spruce st.

Class 11. Minnie Riche, 100 Spruce st.

Class 12. Elizabeth Schmitt, 70 Spring st.

Class 13. Margaret Sheridan, 70 Spring st.

Class 14. Johanna Prosch, 130 Spring st.

Class 15. Lily Hixon, 9 Grand st.

Class 16. Cecelia C. Adams, 104 Spring st.

Class 17. Laura Rbert, 102 Wood st.

Class 18. Josephine Adams, 214 Church st.

Class 19. Elizabeth Knapp, 121 Wood st.

Class 20. Elizabeth Knapp, 121 Wood st.

GRAMMAR SCHOOL No. 3.

## MALE DEPARTMENT.

Class 1. John Astor, 10th ave, bet 11th and 12th

Class 2. Michael Buxton, 81st and 11th ave

Class 3. Richard Rogers, 74th and Boulevard

Class 4. John Shady, 84th and Boulevard

Class 5. John Wunder, 90th and 11th ave

Class 6. Alexander Folger, 90th and Boulevard

Class 7. Patrick Quinn, 51st and 11th ave

GRAMMAR SCHOOL No. 10.

## FEMALE DEPARTMENT.

Class A. Sophie Roth

Class B. Jeanne Weaver

Class C. Annie Mabel

Class D. Rebecca Jacoby

Class E. Maggie Bell

Class F. Matilda Williams

Class G. Annie Burke

Class H. Annie Wade

Class I. Leve Heath

Class J. Annie Hand

Class K. Annie Hand

Class L. Annie Hand

Class M. Annie Hand

Class N. Annie Hand

Class O. Annie Hand

Class P. Annie Hand

Class Q. Annie Hand

Class R. Annie Hand

Class S. Annie Hand

Class T. Annie Hand

Class U. Annie Hand

Class V. Annie Hand

Class W. Annie Hand

Class X. Annie Hand

Class Y. Annie Hand

Class Z. Annie Hand

Class AA. Annie Hand

Class AB. Annie Hand

Class AC. Annie Hand

Class AD. Annie Hand

Class AE. Annie Hand

Class AF. Annie Hand

Class AG. Annie Hand

Class AH. Annie Hand

Class AI. Annie Hand

Class AJ. Annie Hand

Class AK. Annie Hand

Class AL. Annie Hand

Class AM. Annie Hand

Class AN. Annie Hand

Class AO. Annie Hand

Class AP. Annie Hand

Class AQ. Annie Hand

Class AR. Annie Hand

Class AS. Annie Hand

Class AT. Annie Hand

Class AU. Annie Hand

Class AV. Annie Hand

Class AW. Annie Hand

Class AX. Annie Hand

Class AY. Annie Hand

Class AZ. Annie Hand

Class BA. Annie Hand

Class BB. Annie Hand

Class BC. Annie Hand

Class BD. Annie Hand

Class BE. Annie Hand

Class BF. Annie Hand

Class BG. Annie Hand

Class BH. Annie Hand

Class BI. Annie Hand

Class BJ. Annie Hand

Class BK. Annie Hand

Class BL. Annie Hand

Class BM. Annie Hand

Class BN. Annie Hand

Class BO. Annie Hand

Class BP. Annie Hand

Class BQ. Annie Hand

Class BR. Annie Hand

Class BS. Annie Hand

Class BT. Annie Hand

Class BU. Annie Hand

Class BV. Annie Hand

Class BW. Annie Hand

Class BX. Annie Hand

Class BY. Annie Hand

Class BZ. Annie Hand

Class CA. Annie Hand

Class CB. Annie Hand

Class CC. Annie Hand

Class CD. Annie Hand

Class CE. Annie Hand

Class CF. Annie Hand

Class CG. Annie Hand

Class CH. Annie Hand

Class CI. Annie Hand

Class CJ. Annie Hand

Class CK. Annie Hand

Class CL. Annie Hand

Class CM. Annie Hand

Class CN. Annie Hand

Class CO. Annie Hand

Class CP. Annie Hand

Class CQ. Annie Hand

Class CR. Annie Hand

Class CS. Annie Hand

Class CT. Annie Hand

Class CU. Annie Hand

Class CV. Annie Hand

Class CW. Annie Hand

Class CX. Annie Hand

Class CY. Annie Hand

Class CZ. Annie Hand

Class DA. Annie Hand

Class DB. Annie Hand

Class DC. Annie Hand

Class DD. Annie Hand

Class DE. Annie Hand

Class DF. Annie Hand







118 semi-weeklies, 4,808 weeklies, 685 monthlies and 55 quarterlies, the rest being made up of those having two weeks and two months' intervals in their publication. This gives one publication for less than 6,000 persons, or about one to every 2,500 adults, and when it is remembered that one of those has 150,000 circulation, and few less than 1,000, it would seem that our people were well furnished with reading matter. New York leads off in point of numbers, having more than one-sixth of the dailies, more than one-eighth of the weeklies and her total number, 951, being more than one-seventh of the grand total—a proportion considerably larger than her share of population. Pennsylvania comes next with 614; Illinois with 518; Ohio with 439; Iowa with 308; Missouri with 300; while the heels of Massachusetts with 292 are closely pressed by Indiana with 290, but Massachusetts has beyond her proportion of periodicals. Nevada and little Delaware have the smallest numbers, 14 and 23, but Florida is credited with but 25, while the District of Columbia has 27 and Rhode Island 28. Florida is the only State not publishing a daily.

From the same authority we learn that the total augmentation of periodicals has been in the past year 463, but the number of dailies has decreased in the whole country.

The New York Teachers' Association will hold a meeting on Monday, 27th inst., in Grammar School No. 47 to elect officers. The May reception will be held at Association Hall on Tuesday, 28th inst., at 4 o'clock P. M. A variety of talent has been engaged, and the reception promises to be most brilliant.

Professor Seeley, in his lecture before the New York Liberal Club last week on poisons, stated that school books with green covers were injurious, and should never be permitted to be used by children. Publishers take notice!

### Fox Populi.

#### CORPORAL PUNISHMENT.

Is it right or is it not, this corporal punishment of children? and if right at all, to what extent? Is it best to wayward youngsters to ways of pleasantness and paths of peace by the birch, the ferule or the strappado; and if it be so, shall the inducement come from their teachers and all their elders, or from their parents only? Verily these be serious questions, and not so easy of answer as may to some appear.

With the course of the parent in this matter we have, of course, no right to interfere. The wise man hath said, in effect, "spoil the child," and we have not the slightest desire to contradict his dictum, the more especially as conscientious fathers have gone on ever since then and will probably go on *in æcula æculorum*, spoiling their rods or their children, as their humor may be, in spite of all we might or could say on the subject.

Without invading the sacred precincts of the family circle, however, we have, as have all who are interested in educational matters, a decided interest in the question of the use and abuse of corporal punishment in our schools by others than the parents of the children of the period. Much less than a century ago, to be sure, it would have been considered rank heresy to have intimated that there could be two sides to the question. We should have been indignantly told by both parents and teachers of former generations that the teacher stood for the time being in the place of the parent, responsible to him for the moral as well as the mental welfare of his children, and therefore as much entitled to use the rod as the parent himself; nay, perhaps even more so, by reason of having control of the youngster during so many more of his waking hours than were spent at home. Now, however, we have fallen upon evil times when all sorts of pestilent reforms are afoot to bother and confound the old-fashioned, and the well-worn birchen rod is no longer the sign of the schoolmaster's office. The ferule, too, like the staves of the Sheriff and his deputies, has become a mere empty badge of office, and is no longer allowed to titillate the shrinking palm of the mischievous urchin. Verily we feel inclined to ask, whither are we drifting?

To be sure some latitude is still allowed, we believe, in the way of "cuffing" or boxing of ears, but we can only guess how long this may be left to us. Besides the cuff is an uncertain affair at best, and can hardly be regulated by any known law of dynamics. We all remember the tremendous buffets exchanged by Richard of the Lion Heart and Friar Tuck, as described by the veracious biographer of Ivanhoe, and must admit that such an one would be somewhat too much of a punishment for even the most refractory youngster; while, on the other hand, the playful tap sometimes given by a romping damsel to her love-sick swain could hardly be called a punishment, especially if administered by a well-favored schoolma'am.

Seriously, we should like to hear from

those having experience as to the comparative merits of allowing or disallowing of corporal punishment in our schools. We should be glad to hear from fathers and from mothers, from teachers, male and female, and also from the boys and the girls, on this most important question, which has not yet been settled to the satisfaction of everybody.

J. A. P.

#### SOME QUESTIONS IN GRAMMAR.

MAY 21, 1873.

EDITOR OF SCHOOL JOURNAL: Sir—Please to answer the following questions in your paper:

1. In the sentence "the weather is cold," does cold modify is and not weather? Please to give a full explanation.
2. What would be the best definition of case in grammar?
3. Should we recognize four cases in the English language, viz.: the nominative, the genitive, the dative and the accusative?
4. How would you best make scholars understand the nature of the dative case, and how the accusative? What is the exact meaning of dative and accusative?
5. In the sentence "he was elected Governor," I have been told I ought to call Governor the object, with which I cannot agree. What think you?
6. Which is right, "adjectives modify nouns or adjectives modify nouns or pronouns?"
7. In the sentence "he is crazy," does crazy modify he?
8. Could you not spare a column of your paper every week for an elucidation of the best method of teaching English grammar by securing the services of such men as Messrs. Hunter, Kiddie, etc.?
9. Which is the best English grammar extant?
10. For a person without a teacher, which is the best work on mineralogy, on geology, on zoology, on botany?
11. Which is the most reliable school history of the United States?

By answering the preceding questions you will oblige.

A FEW READERS.

#### ANSWER.

1. You will notice cold is the predicate of the subject "weather;" it does not therefore in the narrow sense "modify" the word weather. It nevertheless bears the same relation to the subject as an adjective directly connected with it, as every simple predicate after a mere copula must do to its subject.
2. A modification of a word showing its relation to other words.
3. We recognize no more cases than there are modifications, which are but three in each number. The German dative is in all but a few exceptional cases represented in English by a preposition with the objective case; the exceptions are either idiomatic to the German or (elisions) in the English language.
- 4 and 5 are answered in answers to 3 and 1.
6. Adjectives modify nouns and pronouns.
7. Our columns are always open to writers on educational matters.
- 8, 9, 10, 11. We decline to name any one book as best where there are so many good ones.

#### News from the Schools.

NORMAL COLLEGE.—The next meeting of the "Alumni Association" will be held in the hall of the Normal College, on Tuesday, May 28, at half-past three P. M. The annual assessment of one dollar is now due, and will be received at the meeting by the Treasurer.

The pupils of Primary School No. 26 will receive their friends at their school-room, Twelfth street, near Avenue B, May 23, at 1 P. M., on the occasion of the distribution of semi-annual certificates.

#### CURIOUS ENGLISH.

NO. V.—BY GATH BRITTLE.

ROMAN.—This word originally signified a pilgrim to Rome. In Italian and Spanish he was called a *romero*, some times a *romero*.

"Winchester.—This Rome shall remedy. Warwick.—Some thither, then."  
—*Ham. V. 2, sc. 1.*

In the old time Rome was made to rhyme with doom, as in Butler's Hudibras, Dean Trench says of this: "A pronunciation which still survives, though scarcely among well-educated persons. I mean 'Room' for 'Rome,' must have been in Shakespeare's time the predominant one, else there would have been no meaning in 'Julius Caesar,' where Cassius, complaining that in all Rome there was not room enough for a single man, exclaims:

"Now is it Rome indeed, and room enough."

SAUNTER.—When it was customary to make pilgrimages to the Holy Land (*la sainte terre*, in French), these three Italianized words were frequently used by a class of mendicants, who begged for charity on the highways under pretense of going *la sainte terre*. After a while the expression *sainte terre* was applied to those who lounged, loitered or strolled leisurely; and it was not long before the slang word was transplanted to English soil, when it became the verb *saunter*, sometimes written *sander*.

CANTER.—Johnson says a Canterbury gallop is "the moderate gallop of a horse, commonly called a *canter*;" said to be derived from the pilgrims riding to Canterbury at this pace. The pace here spoken of is a short gallop. It must have been called a *Canterbury* before it became *canter*, for Shakespear, in his "Characteristics," says: "The common amble or *Canterbury*, is not more tiresome to a good writer than

the see-saw of essay writers is to an able reader."

STYOPHEANT.—This word meant originally the one who shows signs. Its meaning now is a flatterer, parasite—one who gains favor by wheedling. It is derived from two Greek words, *steko*, a fig, and *phaino*, to show; and was first applied at Athens to the informers who sought favor of the rulers by denouncing those who stole figs or exported them in violation of law.

JIG.—In the Icelandic language *jigis* is a fiddle; the Swedish *jiga* is a jeweler; the Italian *jiga*, a fiddle. When the word was first adopted in England it was written *jiggs*. In the time of Shakespeare and Ben Jonson, the word *jig* was applied to a song, "a ballad sung to a fiddle," and also to a kind of farce introduced between the acts of a play. "At the end of each performance the clown or buffoon actor of the company recited or sang a rhyming melody, called a *jig*, in which he often contrived to introduce satirical allusions to public men or events; and before dismissing the audience the actors knelt in front of the stage and offered up a prayer for the Queen."

In "Julius Caesar," the question is asked: "What should the wars do with these juggling fools?" that is, silly poets, people who spend their time in making songs. In "Hamlet" we find this:

"He is for a jig or a tale of bawdry;" and in "The Fatal Contract," by Hemings, "We'll have your jiggs."

How is your ballad titled?"

In both of which extracts *jig* means a song.

FARCE.—From the Latin *farce*, to stuff. As a verb it meant first to fill with mingled ingredients, to stuff. Thus Sanderson used it when he wrote, "The first principles of religion should not be farced with school points and private tenets." Then it came to signify the same, as farcen, as in "farce thy leech ribs" (Ben Jonson). The word then assumed a figurative significance, and became synonymous with puff, to swell out, to render pompous; the adjective formed from it bearing the force of ridiculous, as in Shakespeare's "farced title." The noun *farce* first meant stuffing, and was afterward used as the name of a low comedy crowded with incongruous characters and situations. "The trial was a mere farce"—that is, was ridiculous.

In "Macbeth," act v, sc. 5, the following lines occur:

"Were they not farced with those that should be ours, We might have met them dafled, heard to beard."

Now, here *farced* means nothing. The enemy's ranks were not forced with the followers of Macbeth, but farced, stuffed, filled up with them. The meaning of the lines is evidently: "We might easily contend with the enemy were it not that his ranks were filled with men who should be fighting on our side."

#### THE EDITORIAL OFFICE AND THE COUNTING-ROOM.

"Shall we ever see a press that we can always trust to tell the whole truth, without reference to business considerations?" Of course not; and the question is perpetually asked, as a conclusive demonstration of the worthlessness of newspapers, by men who ought to know better. Do you know any business man who tells the whole truth in his operations, irrespective of business considerations—any lawyer, any doctor, any statesman? Till that always promising, never performing race of long-delayed patriots appear who are to publish true newspapers for the mere advancement of truth, it is probable that the poor papers we have will still be issued by their mercenary owners with some sordid purpose of making money by them.

Not irrespective of business considerations, then, but because of them, I believe that, in the better journalism to which we are tending, we shall approach more and more nearly to an absolute divorce between the editorial office and the counting-room. The great newspapers are those which look for news, not advertisements. With the news comes circulation, and when circulation commands, the advertisements seek the paper, not the paper the advertisements. Make your newspaper so good, so full of news, so truthful, so able that people must take it; make its circulation so great that advertisers will plead for the privilege of getting into it—those seem to me the two great business commandments of our better journalism. When, at last, we get our feet planted on this solid ground, no newspaper can afford to suppress or soften the truth in any business interest. The London Times threw away twenty thousand dollars a week in advertisements in the railway mania of 1845. It made money by the loss. It could not have afforded not to throw the money away, for it thereby vindicated its spirit of honest dealing with its readers, in the eyes of all Europe; and its readers were of infinitely more consequence to it than its advertisers. This is precisely the view that your small business man would never take; he would see nothing but the twenty thousand dollars a week that could be had as easily as not by only keeping quiet in the editorial columns; but great newspapers are neither built up nor maintained by small business men. More and more the trade of selling advertisements is getting reduced to as plain a basis as the trade of selling flour or potatoes, where the money paid over the counter represents the exact selling price of the article bought, and there is no dream of further obligation on either side. By and by we shall see all reputable journals sold deprecating their own wares by admitting that it is necessary to call attention to an advertisement in the reading columns, to get it seen; treat as preposterous the request that there shall be some notice of

theatre or lecture, "just to accompany the advertisement, you know;" take as an insult the suggestion that, if an editorial could be made speaking well of the capabilities of a region and its need of a railroad, there would be a heavy advertisement of railroad bonds; utterly refuse on whatever specious plea of public as well as private interest, to suffer one line to appear as reading matter which the editor did not select, because he thought it of more interest than any other matter it might displace, and the paper did not publish without a penny of pay. Some of these reforms, in the case of any but the strongest journals, will come slowly, for they amount to revolution; but come they will—not because publishers will be more disinterested than now, but because, looking to the rights of readers, their paramount importance to the newspaper they support and the imperative need of keeping faith with them, publishers will see such reform to be sound business policy, and any other course to be business quackery.—*Whiteless Reid, in Scribner's for June.*

#### GENERAL INFORMATION.

—Headquarters for nitrous oxide gas for extracting teeth without pain.—Dr. Hasbrouck, late operator at Colton's. Office, 956 Broadway, corner Twenty-third street.

BEWARE OF COUNTERFEITS.—Use Brummell's celebrated Cough Drops. The genuine have A. H. B. on each drop. General depot, 410 Grand street, New York.

—Drunkennes and opium eating. Dr. Beers, 107 Fourth avenue, New York, has permanent and painless cure for both. Thousands cured. Send stamp for conclusive evidence.

STAMMERING.—New York Stammering Institute, 107 West Twenty-third street; Professors Mann and Colvin, managers. City references furnished. No pay until cured. Send for prospectus.

WHY EVERY LADY CAN HAVE A SEWING MACHINE.—I cannot afford to buy a sewing machine is a very common remark; but we never heard it said, "I do not want one." Those who call at 43 Bleeker street, between Broadway and Bowery, will be furnished by the New York Machine Sewing Company with a first-class sewing machine on monthly installments of from \$5 to \$10 per month, payable in work at home, or in cash payments, or part cash and part work. Cash will be paid to the operator at the end of each month for all money earned above the regular monthly installments. Instructions free.

—Dr. Colton originated the laughing gas for painless tooth-extraction, makes the gas fresh every day, and performs just what is promised. Come to headquarters, 19 Cooper Institute.

SECURITY, EXPEDITION, HEALTH.—Why are families exchanging new lock-stitch machines at the rate of many thousands annually for the Willcox & Gibbs, when they could as readily obtain other lock-stitch machines for them? Because the Willcox & Gibbs Machine makes the secure and most elastic seam, is the easiest to learn, is noiseless and expeditious, and does not wear out the nerves and ruin the constitution.

FACTS FOR THE LADIES.—Louisa Kelley, Ackworth, Ga., with the general use of a Wheeler & Wilson lock-stitch sewing machine, for three years supported a family of four adults and two children, built and paid for a house and has \$100 cash on hand. See the new improvements and Woods' lock-stitch ripper.

HEALTH FOR ALL!—Immediate relief and speedy cure for chronic and acute diseases, local and general debilities, will be found in the electro-magnetic mineral water healing baths, 14 University place, N. Y. Send for circular.

—Trustees, Teachers, School Committees and others desiring to purchase School Furniture, will find it to their profit to send for Robert Paton's Illustrated Catalogue just published. There is no charge for it.



#### GET THE BEST.

Webster's Unabridged Dictionary.

10,000 Words and Meanings not in other Dictionaries.

2,000 Engravings; 1,240 Pages Quarto. Price, \$12.

Whenever I wish to obtain exact definitions, I consult it.

Every Scholar knows its value.

It is one of my daily companions.

So far as I know, best defining Dictionary.

The best guide of students of our language.

Keels all others in defining scientific terms.

Remarkable compendium of human knowledge.

A necessity for every intelligent family, student, teacher and professional man. What Library is complete without the best English Dictionary?

Published by G. & C. MERRIAM, Springfield, Mass.

Sold by all Bookellers.

Webster's Primary School Dictionary, 204 Engravings.

Common School " 274 "

High School " 287 "

Academy " 294 "

Counting-House " with numerous abbreviations.

Illustrations and many valuable tables not to be found elsewhere.

Published by IVISON, BLAKEMAN, TAYLOR & CO., New York.

## WHITE'S ARITHMETICS

Are exactly adapted to the present

### COURSE OF STUDY

For the

New York City Grammar Schools.

Successful combination of

MENTAL AND WRITTEN ARITHMETIC

Useless Details Omitted—Adapted to the Present Condition of Education, Science and Business—Numerous Practical Problems.

Adopted in Twelve Normal Schools.

WILSON, HINKLE & CO.

28 BOND STREET.

NOVELLO'S  
CHEAP MUSIC  
FOR USE IN SCHOOLS.

Send for Catalogues and Lists to

NOVELLO, EWER & CO.,

731 Broadway, New York.

HENRY K. VAN SICLEN,

Bibliophile,

133 NASSAU STREET.

American and Foreign Publications sent by mail, post-paid, at Catalogue prices.

### APPROVED SCHOOL BOOKS,

ADOPTED BY THE BOARD OF EDUCATION OF NEW YORK CITY.

SARGENT AND MAY'S

NEW

American Readers

LATEST! BEST!! CHEAPEST!!!

MITCHELL'S NEW GEOGRAPHIES.

Practical, Scientific, Inexpensive, and give Universal Satisfaction.

THE STANDARD SERIES OF AMERICA.

MITCHELL'S NEW OUTLINE MAPS,

SMALL SERIES, in Portfolios or on Rollers.

MITCHELL'S NEW OUTLINE MAPS,

LARGE SERIES, on Rollers.

Beautiful, accurate and entirely new.

DAVID S. JASPER,

or

A. MAY,

119 and 121 William St.,

NEW YORK.

### NATIONAL TEXT-BOOK OF LITERATURE.

A Handbook of English Literature.

Intended for the use of High Schools, as well as a Companion and Guide for Private Students and for General Readers. By Francis H. Underwood, A. B. 1. British Authors. 2. American Authors. 3. Miscellaneous. [From the Head Master of the English High School, Boston.]

Boston, May 12, 1871.

Messrs. LEE & SHEPARD—Gentlemen: I have examined with much interest Mr. Underwood's "Handbook of English Literature." I cannot speak too highly of its excellence. It is even more than it purports to be, for it is a literary work in itself, independently of the selections it contains.

The admirable historical introduction, from the antiquities with which it is written and the substantial information it imparts, may be made the foundation of a thorough study of the language and its literature.

The biographical notes preceding the various selections are exceedingly appropriate, and on account of the judicious with which they are written, cannot fail to enable the student to acquire a proper appreciation of our best authors.

Very truly yours, C. H. CUMSTON.

This is a book which I cordially recommend as the best within my knowledge for the purpose for which it was intended. It is not only a first-rate book for the school and classroom, but it is such a book as I should like to see in every family.

JOHN D. PHILLBRICK, Superintendent of Public Schools, City of Boston.

The volume of "British Authors" has been published about a year, and, in addition to its indorsement by all the heads of the various Boston schools, the publishers are receiving for it the warmest commendations from all parts of the country. The volume of "American Authors" is now passing through the press and will be ready in a few days. LEE & SHEPARD, Publishers, Boston. LEE, SHEPARD & DILLINGHAM, New York.

## CARPETS,

FURNITURE, BEDDING, Etc.,

At the Lowest Cash Prices.

WEEKLY OR MONTHLY PAYMENTS TAKEN.

DEALY & CUNNINGHAM'S,

264 and 266 Third Av., near 25th St.

### USE THE BEST.

Established 1820.

M. L. LEMAN'S

CHELATED STEEL PENS AND LEAD PENCILS.

18 WILLIAM ST.

Adopted by the N. Y. Board of Education.

CAMPBELL & HECKER

PHOTOGRAPHERS

46 E. 14th ST. UNION SQ. N.Y.

THOS. C. McRAE & CO.

(For thirty-one years at 260 Canal street.)

LADIES' DRESS TRIMMINGS,

FRONTS, OILS, TASSELS, BUTTONS,

QUIPPE LACE, &c.

Machines Twist, Sewing and Embroidery Silks, &c.

267 BROADWAY, NEW YORK.

(Near Twenty-fifth street)



## The Library.

**THE AMERICAN EDUCATIONAL MONTHLY** for June, published by J. W. Schermerhorn & Co., 14 Bond street, New York. Of the numerous educational periodicals laid upon our table there is none more welcome than the subject of this notice. As a magazine of popular instruction and literature we are glad to recommend it. There are evidences of great care and attention in its production—the original matter being largely in excess of and superior to most of the contemporary monthlies. Among the exceeding well-written articles in the last number, "School Histories and Some Errors in Them," takes the lead—an able criticism on the histories which abound in dates, battles and wars, but which are without a careful and interesting narration of important historical events. The writer states that the story of Captain John Smith and Pocahontas is now regarded as a fabrication by all who have carefully examined the subject, and he attributes it to the great adventurer and story-teller Smith himself. He further demonstrates by proof many errors in some of the histories now accepted as truthful.

The contents of the June number embrace "Education in Japan," "Color of the Sky," "Mixed Schools," "The Experience of a German Student," "A Much-Needed Reform in Printing and Writing," etc.

**THE NEW AMERICAN PRONOUNCING SPELLER.** E. H. Butler & Co., Philadelphia. This is one of the most attractive of the many new primary spelling books. The first part explains, in a simple manner, the sounds of the language, and exemplifies the silent letters. In doing this, much that appears in other similar works is, with good judgment, omitted, only that being retained which is essential, and which can be easily understood by learners of tender years. A very large proportion of the words given refer to familiar objects, those relating to objects of a cognate character being grouped together and illustrated by handsome pictures. Not the least valuable portion of the book is a collection of words frequently misspelled or mispronounced, and the list of words for test spelling, arranged without reference to syllabication or pronunciation, will be found extremely useful to both teachers and pupils as indicating the real progress of the latter. No effort is made to teach any other science than spelling and definitions and synonyms; grammar and arithmetic, which usually are given considerable space in the majority of spelling-books, find not even the most distant recognition, as subjects to be taught, in this new work.

**THE NEW AMERICAN PRIMARY SPELLER.** E. H. Butler & Co., Philadelphia. This is one of the brightest, cheeriest primary educational works ever issued, and will fasten a child's attention as much as a popular story book for juveniles would. It meets a want long felt, and which is being gradually—but too slowly—supplied, the introduction into our schools, for the use of small children, of books that will not merely give long, dull lessons to be memorized and recited parrot fashion, but which will, by attractive illustrations and object teaching, so interest the minds of the little ones as to make them eager to learn the lessons so pleasantly presented to them. This work is on a simple and methodical plan. Lessons are first given illustrative of the vowel sounds, followed by words relating to well-known objects, the lessons being accompanied by beautiful illustrations, which will be found of great help in enabling the little people to better understand the meaning of the words they are required to study.

## OUR EXCHANGES.

The June *Galaxy* opens with a timely article by Justin McCarthy on "Sir Charles Dilke and the English Republicans," in which that clever essayist draws a spirited picture of the leading Republicans of England. Ivan Turgenev's story called "Faust" is concluded. It displays the best characteristics of the great Russian novelist. General Custer continues his series, "My Life on the Plains." "The Woman Movement in Wyoming" is by General Edward M. Lee, who held high position in the young Territory when the franchise was given to women, and hence is able to write of the experiment from intimate personal knowledge. "Brahmins and Swells" discusses with ability and sharpness certain features of our social life, the term "Brahmin" being used to designate the intellectual element of society, and "Swells" the merely fashionable element. Albert Rhodes, whose previous articles have attracted much attention, writes of "The English at Home." "Modern Languages in the American College" is a thoughtful essay on a subject which is just now engaging the interest of every one who studies our college system. A part of this article will be found in another column. Of stories the *Galaxy* contains, besides "Faust," already mentioned, more chapters of "The Eustace Diamonds," "A Case of Conscience," by Ella Williams, and "The Cave of the Winds," by Maria Louisa Pool. The poetry of the number is by Nora Perry, Miss Woolson and Mrs. Ritter. The editorial department, as usual, discusses literature, science, art, politics and society, and the Club Room adds humor and pathos.

*Scribner's Monthly* for June has as many as fifty-three illustrations, those accompanying Mr. Richardson's "Traveling" (Telegraph) (second article) being of extraordinary richness and beauty. Another interesting illustrated article is on "The City of Warwick," England. Professor Hilgard, of the U. S. Coast Survey, explains with maps, tables, etc., his curious and im-

portant theory of the centre of gravity of populations; Mr. Whitelaw Reid, managing editor of the *Tribune*, ably discusses "Schools of Journalism;" Mr. Wilkinson continues his criticism of Mr. Lowell's prose; Mr. Warner gives us another charming chapter of "Back-Log Studies;" Mr. W. J. Stillman presents an interesting sketch of an "English Art Reformer;" Mrs. Oliphant's "At his Gates" is, as usual, strong and masterly; Saxe Holm's "Draxy Miller's Dowry" has a singular rush and breeziness—this installment contains an exquisite little hymn by Draxy herself. Then there is a powerful story in the Lancashire dialect, by Fannie E. Hodgson. The separate poems are by Harriet McEwen Kimball, Elizabeth Akers Allen and Mary L. Ritter. Dr. Holland, in "Topics of the Time," writes of "Theatres and Theatre-going" and "The Loneliness of Farming Life in America." The Old Cabinet, the Scientific Department, and Home and Society are well filled. Culture and Progress has critiques on Church's "Fathonon," Thomas Moran's "Grand Canyon of the Yellowstone," music, new books, etc., and the etchings are very graceful and suggestive. The contributed and editorial papers altogether cover a remarkably wide range.

*Peters' Musical Monthly* for June has the following attractive table of contents: "Darling weep no more," song and chorus, W. S. Hays; "Only for you," romance, Ch. Delieux; "Don't forget to write me, darling," song and chorus, Cox; "Under the walnut tree," song and duet, Dressler; "We won't leave the farm," male voices, Persley; "Stars of the summer night," male voices, Glover; "Sensation waltz," Becht; "Freddie's galop," Kinkel; "Awakening of the birds," caprice, Kinkel; "Drops of dew," valse brillante, Allard.

*The Student and Schoolmate* for June is a prime number, full of good things. "Slow and sure" is continued, and the articles "Catharine Atherton's Escape" and "Mrs. Berry's visit to New York" are very interesting. The puzzle department is superior. There is a variety of other matter, amusing and instructive to both old and young.

*The Rhode Island Schoolmaster* for June contains a number of interesting articles and a variety of educational news. George S. Burleigh gives a pleasing and amusing sketch of "The Old-fashioned Schoolmaster." Another very agreeable story on an "Imaginary Tour," from the pen of H. W. Clarke, enlivens the pages of the *Schoolmaster*.

*The Minnesota Teacher* is the organ of the Department of Public Instruction and State Teachers' Association. Mr. Wm. W. Payne is the editor, and he is assisted by six associate editors. The leading article in the last number, "The Outlook of the School Question," discusses the subject of teaching religion in the public schools.

*The Monthly Visitor* published at Norfolk, Virginia, is devoted to educational interests and general literature. The May number contains several well-considered articles.

*The Arkansas Journal of Education* for May treats learnedly the "Geographical Distribution of Plants on the Surface of the Globe."

*The Aldine* for June is out, and presents an attractive array of original articles and beautiful illustrations, as usual. The full-page cuts of this number are among the best the *Aldine* has ever published, and that is praise enough.

*The Leisure Hour* for April has been received. It is full of entertaining reading matter, and contains many first-class articles, which need only be read to be appreciated. The magazine is published in London, in weekly parts, at a penny each, and the handsome manner in which it is printed, the high tone of its articles, and the profuseness of the illustrations, cause one to wonder how it can be sold so cheap.

*The American Journal of Education*, published at St. Louis, Mo., monthly, has a rare table of contents for June. It is illustrated with numerous engravings, and its "Young Folks Department" is lively and instructive. The current number shows the prosperity of our contemporary in requiring sixteen extra pages to accommodate the wants of its readers and advertisers.

Messrs. SCHIRMER, ARMSTRONG & Co., of this city, have published a pamphlet in relation to Guyot's geographies in the public schools of this city, Brooklyn and Newark, N. J., wherein is given the testimony of several school superintendents, board presidents and numerous instructors, as to the merits of the work.

## SCHOOLS IN TEXAS.

Editor *American Journal of Education*:

Permit me to give you a brief account of the condition of our public schools in Texas. Perhaps most of the readers of the *Journal* know that before and after the war such a thing as a public school-house owned by the people was scarcely known in this State. There were private schools, sometimes called colleges and seminaries, owned by a church or a corporation, in which pupils were received upon payment of tuition, assisted by the share of the interest on the general school fund. The present corps of school officers are laboring faithfully and effectively to bring about and organize a different condition of school affairs. The State is large; it would make six States as large as Ohio; the school officers are a State Superintendent, twelve District Supervisors, and some additional service rendered by the principals, who are

expected to teach and superintend the educational work and visit schools.

At present each county is a school district, having a Board of Education, consisting of a President, Secretary, Treasurer and two other officers.

The obstacles in the way of the easy and harmonious working of our school system are the absence of school buildings, and the prejudice on the part of the fossils and "moss backs" to any free schools. The present efficient State Superintendent and his faithful coadjutors are doing a great work in organizing and reducing to system and order the heretofore discordant elements; some friction remains, of course, but this will, it is believed, be remedied so that Texas will ultimately become as renowned for her schools as she is for her magnificent climate, soil, varied productions, and her brave and genial citizens.

Texas has a school fund of which any State might be proud; originally consisting of \$5,000,000, but during the war some three and a half millions were lost. We shall not replace over this loss. We now have about three and a half millions invested, mostly in United States bonds. We have say, 75,000,000 acres of public lands, the avails of which all go to the school fund. We also have a *per capita* tax of one dollar upon every male citizen between the ages of 21 and 60; also one-fourth of the *ad valorem* or general tax, beside such special taxes as may be levied from time to time. Thus it will be seen we have a grand school fund.

We want several hundred good teachers. Teachers of ability and experience can find ready and permanent employment here; gentlemen have the preference as yet, but ladies who have sufficient stamina to maintain themselves, and at the same time good order, with an aptness for teaching, can easily obtain situations here. To give particulars: in the Fourth District, embracing twelve counties in the northeast corner of Texas, the Supervisor, Judge W. A. Elliott, of Clarksville, Red River County, will give immediate employment to forty teachers in colored schools; and will, any time before September 1, 1873, give employment to 300 good teachers in white schools, and 200 in colored schools, for ten months. Wages vary from \$35 to \$100 per month. A teacher can earn seventy-five to a hundred dollars per month; but I ought to state distinctly that one teaching a colored school will not be held in as high repute as if he had been a general in the Confederate army. So the weak and timid had better not come.

## THE AMERICAN SYSTEM OF PUBLIC INSTRUCTION.

The following summary is an authoritative statement of the American principles of education. It has been indorsed by the leading educators of this country, having been prepared for circulation in Japan, in accordance with the request of Mr. Mori, Japanese Charge d'Affaires at Washington:

## I.—Education Universal.

The American people maintain in every State a system of education which begins with the infant or primary school and goes on to the Grammar and High Schools. These are called "Public Schools," and are supported chiefly by voluntary taxation, but partly by the income of funds derived from the sale of government lands, or from the gifts of individuals.

## II.—Public Schools have been tried for 250 years.

Their estimate of the value of education is based upon an experience of nearly two centuries and a half, from the earliest settlement of New England, when public schools, high schools and colleges were established in a region which was then almost a wilderness. The general principles then recognized are still approved in the older portions of the country, and are adopted in every new State and Territory which enters the Union.

## III.—The well-known Advantages of Education.

It is universally conceded that a good system of education fosters virtue, truth, submission to authority, enterprise and thrift, and thereby promotes national prosperity and power; on the other hand, that ignorance tends to laziness, poverty, vice, crime, riot, and consequently to national weakness.

## IV.—State Action Indispensable.

Universal education cannot be secured without aid from the public authorities; or in other words the State, for its own protection and progress, should see that public schools are established in which at least the rudiments of an education may be acquired by every boy and girl.

## V.—The Schools are Free, are Open to All, and Give Moral or Secular Lessons.

The schools thus carried on by the public, for the public, are (a) free from charges for tuition; (b) they are open to children from all classes in society; (c) no attempt is authorized to teach in them the peculiar doctrines of any religious body, though the Bible is generally read in the schools; and (d) the universal virtues, truth, obedience, industry, reverence, patriotism and unselfishness, are constantly inculcated.

## VI.—Private Schools Allowed and Protected by Law.

While Public Schools are established everywhere, the Government allows the largest liberty to Private Schools. Individuals, societies and churches are free to open schools and receive freely any one who will come to them, and in the exercise of this right they are assured of the most sacred protection of the laws.

## VII.—Special Schools for Special Cases.

Special schools for special cases are often

provided, particularly in the large towns; for example, Evening Schools for those who are at work by day; Truant Schools for unruly and irregular children; Normal Schools for training the local teachers; High Schools for advanced instructions; Industrial Schools for teaching the elements of useful trades.

## VIII.—Local Responsibility under State Supervision.

In school matters, as in other public business, the responsibilities are distributed and are brought as much as possible to the people. The Federal Government being a Union of many States, leaves to them the control of public instruction. The several States mark out, each for itself, the general principles to be followed, and exercise a general supervision over the workings of the system; subordinate districts or towns determine and carry out the details of the system.

## IX.—Universities and Colleges essential.

Institutions of the highest class, such as Universities, Colleges, Schools of Science, etc., are, in a few of the States, maintained at the public expense; in most they are supported by endowments under the direction of private corporations, which are exempted from taxation. Consequently, where tuition is charged the rate is always low. They are regarded as essential to the welfare of the land, and are everywhere protected and encouraged by favorable laws and charters.

The above summary has been indorsed by the following gentlemen.

Noah Porter, D. D., LL. D., President of Yale College; T. D. Woolsey, D. D., LL. D., ex-President of Yale College; Charles W. Eliot, LL. D., President of Harvard University; James McCosh, D. D., LL. D., President of College of New Jersey; Aaa D. Smith, D. D., LL. D., President of Dartmouth College; Mark Hopkins, D. D., LL. D., President of Williams College; J. L. Chamberlain, LL. D., President of Bowdoin College; S. G. Brown, D. D., LL. D., President of Hamilton College; W. A. Stearns, D. D., LL. D., President of Amherst College; Jos. Cummings, D. D., LL. D., President of Wesleyan University; Abner Jackson, D. D., LL. D., President of Trinity College; H. D. Kitchell, D. D., President of Middlebury College; Alexis Caswell, D. D., LL. D., President of Brown University; M. H. Buckingham, President of Vermont University; A. A. Miner, D. D., President of Tufts College; J. T. Champlin, D. D., President of Colby University; James B. Angell, President of Michigan University; A. D. White, LL. D., President of Cornell University; W. H. Campbell, D. D., LL. D., President of Rutgers College, &c.; &c.

## Miscellaneous.

**BOOKS FIVE HUNDRED YEARS AGO.**—Books in those days were rare and costly. Only the rich could afford to have them, and they had but very few. The monasteries and universities had libraries, and occasionally one was found in the castles of the nobility. The Cathedral of Notre Dame, in Straßbourg, was famed for its splendid collection of 500 volumes.

The Countess of Anjou bought a book of Homilies, paying for it two hundred sheep, five quarters of wheat, and the same quantity of rye and millet. Henry V., King of England, borrowed a book of the Countess of Westmoreland; and not having returned it at his death, petitioned the Privy Council that it might be restored to her by an order under the privy seal, which was done with all formality.

Richard de Bury, whom we have already mentioned, had gathered in his life-time, by copying with his own hand and by purchase, a valuable library. In his will he bestowed a portion of it upon "a company of scholars residing in a hall at Oxford," and one of his chapters is headed "A Provident Arrangement by which Books may be lent to Strangers," meaning students of Oxford not belonging to that hall.

This library, from which a book could not be borrowed without giving ample security, was finally given to Durham, now Trinity College, and contained more books than all the bishops of England had then in their possession. For many years after they were kept in chests, under the custody of several scholars chosen for that purpose. It was not till the reign of Henry IV. that a library was built in that college; and then the books were taken out of the old sepulchral chests, and "were put into pews or studies and chained to them."—*Gutenberg and the Art of Printing.*

**SURFACE ELECTRICITY.**—M. Terquem has recently made some experiments for further elucidating the fact that the exterior surface of a hollow body is alone affected by electricity. Faraday showed that a small animal, placed inside a cylinder of wire gauze, was not incommoded when the cylinder was so highly electrified that sparks were freely given off by it. He also constructed a room, 12 feet in each dimension, of metallic wire, and suspended it by ropes of silk; and he found that occupying this room with electrosopes and electrometers at hand, there was not the slightest indication of electrical action inside the chamber, even when sparks of considerable length were given off by the metal of which it was made. M. Terquem verifies these results by taking a metal bird cage and suspending it to an insulated conductor of an electrical machine. While sparks sufficient to indicate a highly charged electrical condition were obtained from the exterior, pitch balls, feathers, and even a gold leaf electroscope remained unmoved inside. Two bundles of linen yarn were

hung, one outside and one in; the inside one was unaffected, while the outside was excited, the threads diverging from each other and giving out sparks.

**TOO EARLY RISING.**—The late Judge Story enjoyed a good joke, even at the expense of his best friends. He was fond of carrying his studies late into the night, while his friends John Quincy Adams and Josiah Quincy, were famous for early rising.

One hot summer's day, the latter two gentlemen made a call upon the judge, as he was engaged in delivering a lecture to the law students of Harvard University. He gave them a cordial welcome, introduced them to his class, gave them a seat on either side of him, and proceeded with his lecture, slightly elated at having two such distinguished auditors.

After a little time he noticed a smile on the face of some of his students. The whole class soon shared in it, and it grew almost to an audible laugh. Very much disturbed, he turned to his visitors to see if they noticed it, when he found out that, overcome by the ride and the heat, they were fast asleep and nodding.

The temptation was too great to be resisted. "Young gentlemen," said the judge, in his blandest tones, "you see before you the sad results of too early rising." The hearty laugh that followed awoke the sleepers.

## BRILLIANT ACHIEVEMENT IN WOOL MANUFACTURE.

A story is told by English papers which very forcibly exemplifies the near approach or perfection in woolen machinery, so far at least as the annihilation of time is concerned. The story is to the effect that a gentleman in Newberry, England, recently made a wager of \$5,000 that at eight o'clock on a particular evening he would sit down to dinner in a well-woven, well-dyed, well-made suit of clothes, the wool of which formed the fleece on sheep's backs at five o'clock that same morning. Two sheep were shorn; the wool was washed, carded, stubbed, roved, spun and woven; the cloth was scoured, fulled, tented, raised, sheared, dyed and dressed; the garments were made. At a quarter past six he set down to dinner, at the head of his guests, in a complete damson-colored suit—thus winning the wager with one hour and three-quarters to spare. In this achievement the improved sewing machine is entitled to a full share of credit.

**AN ARCHBISHOP AT FIGURES.**—Archbishop Whately tells a curious fact about his boyhood. A power of performing difficult sums of arithmetic in his head came to him suddenly, when about six years of age, and continued for three years, when it left him again. He could not explain how the work was done; but the answers came to his mind, and were invariably right. He could do it much more readily in his head than on paper, and more rapidly than others could do it in any way.

The power passed from him as mysteriously as it came. He was never, in after life, distinguished for any aptness for the details of mathematics, though always having an easy mastery of its principles. There have been several cases of a similar sort, but never, that we remember, in one of such eminent mental power as Archbishop Whately.

## A Little of Everything.

"Belles" call a great many people to church.

Some one calls the poor gas in this city a "burning shame."

Naomi, the daughter of Enoch, was 580 years old when she married. There's hope for some ladies, after all.

The following is an extract from a poem on

Only a baby  
"Thout any hair,  
"Cpt. just a little  
For here and there.

A bride in Indiana, after the conclusion of the marriage ceremony, stepped gracefully forward and requested the clergyman to give out the hymn, "This is the way I long have sought."

It is said to be the custom with some of the colored school teachers in Lowndes to kindle a hunger for knowledge in the refractory juvenile breast by eating up their luncheons when the recitations are poor.

A dying Californian left \$100,000 to the deaf and dumb asylum of San Francisco, with the remark that his beneficiaries could not talk about him after his death.

A congress of schoolmasters is to be held this summer at Geneva, July 27—August 5, with an exposition of school manuals and maps, plans, globes, school furniture and other materials used in the work of instruction, not only in Switzerland, but in other countries as well.

Here is the newest description of a Dolly Varden: "The starboard sleeve bore a yellow hop-vine in full leaf, on a red ground, with numbers of gray birds badly mutilated by the seams flying hither and yon in wild dismay at the approach of a green and black hunter. Calvary Mission infant class was depicted on the back and making up and down the sides and on the skirt, while a country poultry fair and a group of American hunting dogs, badly demoralized by the gathens, gave the front a remarkable appearance. The left sleeve had on it the alphabet in five different languages."



## SCHOOL BELLS.

## THE MENEELY BELL

## FOUNDRY.

Established in 1836.  
Bells for Churches, Academies, Factories, etc., of which more have been made at this establishment than at all the other foundries in the country combined. All bells warranted. An illustrated catalogue sent free upon application to  
R. A. & G. E. MENEELY,  
West Troy, N. Y.

## SEWING MACHINES.

## "BLEES"



Lock-stitch

## FAMILY SEWING-MACHINE

Challenge the world in perfection of work, strength and beauty of stitch, durability of construction and simplicity of motion.  
Call and examine, and for agencies and circulars apply at principal office,  
BLEES SEWING-MACHINE CO.,  
No. 623 Broadway, New York.

## "VICTOR"



## The Sewing-machine

PAR EXCELLENCE,  
UNRIVALED FOR EITHER FAMILY OR MANUFACTURING PURPOSES.  
OFFICE, 623 BROADWAY, above Seventeenth St.  
Agents wanted.

## MANHATTAN

Improved Silent Family Sewing Machine.



Best known for all grades of Family Work and Emulating.  
645 Broadway, New York.  
591 Fulton Street, Brooklyn.

## PROTECTION FROM MOTHS

AS LOW AS SIX  
ASON CRANE & SON MANUFACTURERS  
155 & 157 CROSBY ST. N. Y.

## Dress Trimmings

IN ALL STYLES MADE TO ORDER.  
The most complicated styles, all Colors and Shades, perfectly matched.

PRICES WORKED INTO GARMENTS.  
SHAWLS AND PARASOLS.  
Orders filled promptly, at reasonable prices, at the  
FACTORY OF  
M. OPPER,

BROADWAY, BETWEEN 11TH AND 12TH STREETS.

LADIES' RUBBER GOODS. KNOVELTIES THAT cannot be obtained elsewhere. A lady in attendance. Call or address  
GOODYEAR'S RUBBER CO., 710 Broadway, N. Y.

## Kendall's Spanish Annihilator.

The only remedy that will permanently banish all kinds of vermin. Roaches, Water-bugs, Bed-bugs, Moths, Ants, Fleas, Flies, etc., and GUARANTEED to keep them out for ONE YEAR AT  
TRIP, or NO PAY, as thousands of testimonials will prove. Contracts taken for cleaning ships, hotels and private dwellings.

NEW YORK: St. James Hotel, Coleman House, Westminster Hotel, Brevoort House, Riverside Hotel, Grand Central Hotel, WHOLESALE AGENTS, 420 CANAL STREET.

ADIES' ATMOSPHERIC FORMS. CAN BE inflated to any size. Give grace to the figure. Sent to any address upon receipt of 25. Other novelties. Call or address  
MRS. O. W. WOOD, 715 Broadway, N. Y.

## A SPECIALTY.

## The Coat Fitting Shirt.



Excelling in FIT, COMFORT and CONVENIENCE.  
R. H. HUTCHINSON, Sole Manufacturer,  
765 BROADWAY, third door below Ninth street.  
All Styles Made to Order promptly.

## WESTON'S

Photograph and Perrototype Gallery.  
No. 96 Sixth Avenue,  
NEW YORK.

Discount made to classes in Public Schools.

THE NEW YORK CITY BASE BALL and SPORTING EMPORIUM. The undersigned being the largest Manufacturers and Dealers in Base Ball Goods in the United States, dealers and clubs should consult us before purchasing elsewhere, as over two-thirds of all the goods sold are of our make and by some houses are sold at a large advance from our Catalogue prices, and in some cases sell inferior goods for our make. To secure ourselves and customers we hereby offer a Challenge of One Thousand Dollars to any manufacturer of Base Ball and Sporting Goods in the United States who will prove that they manufacture as large an assortment, sell cheaper, make better goods, or give better satisfaction to customers. We have new styles of Uniforms, Spikes, Bats and Balls, for this season. Our new Illustrated and Colored Catalogue of Base Ball, Cricket, Archery, Fishing Tackle, Yachting and Rowing, Boxing Gloves, Hacks, Fells, Gymnasium, Steam Engines and figures to attach, and Sporting Goods in General, sent free on application. Special Discount to Schools and Colleges.  
F. K. & S. WOOD, 120 Nassau Street, New York.



## DRESSMAKING AND PATTERN ROOMS.

MISS J. N. STANLEY,  
235 9th Avenue,  
Between 23d and 24th streets,  
Late of Le Bon Ton Office.  
TAYLOR'S SYSTEM TAUGHT.

## Mrs. Miller's Emporium of Fashions and Showrooms.

Opposite A. T. Stewart's, 771 Broadway, N. Y.  
MRS. MILLER begs to inform her customers, ladies and dressmakers, that she has the most reliable and choice selection of Fashionable Imported Trimmed and Plain Patterns in the country, exactly and accurately cut, warranted to fit perfect. Many years of experience enables me to defy competition.  
A. E.—Dressmaking in all its branches.

## MRS. JOYCE,

Manufacturer and Dealer in  
DOMESTIC AND FOREIGN CORSETS,  
SHOULDER BRACES, BANDAGES, SUPPORTERS,  
AND CHEST EXPANDERS.  
No. 1205 BROADWAY, bet. 23d and 24th sts., and  
235 9TH AV., between 19th and 20th sts., New York.  
Suits, Coats, Linen and Cotton Corsets made to order at short notice. All cases paid the door.  
P. R.—Two Sixth Avenue store will be closed for repairs until May 1 next.

## THE BRISTOL

Clothes Washer.

THIS MACHINE combines cheapness, durability, simplicity and great effectiveness.

Satisfaction guaranteed or no sale.  
A LIBERAL DISCOUNT TO THE TRADE.

Agents wanted everywhere for the Bristol Washer and the "perfected" Self-Adjusting.

## EUREKA CLOTHES WRINGER.

Price of Tub and Washer, \$71; Wringer, \$730.  
Address  
Bristol Washing Machine Co.,  
25 Park place, New York.

## CHAS. LA COUR &amp; CO'S

Popular Hair Store,  
No. 423 Sixth Avenue,  
bet. 25th and 26th sts., New York.

We guarantee first quality of Hair, and sell cheaper than elsewhere in the city.

Ladies' Hairdressing done in all the latest styles.

ADIES' ATMOSPHERIC FORMS. CAN BE inflated to any size. Give grace to the figure. Sent to any address upon receipt of 25. Other novelties. Call or address  
MRS. O. W. WOOD, 715 Broadway, N. Y.

## MEDICAL.



## DR. DELMONICO'S LITTLE'S SYRUP PECTORAL

A MOST RELIABLE REMEDY FOR  
Coughs, Colds, Hoarseness,  
CATARRH, BRONCHITIS,  
INFLUENZA,  
RAISING OF BLOOD,  
WHOPPING-COUGH, CROUP,  
ASTHMA,  
IN FACT, ALL DISEASES LEADING TO  
CONSUMPTION.

The effects to be looked for by taking the SYRUP PECTORAL are, a soothing and controlling influence over any cough, promoting sleep, allaying the dry tickling sensation in the throat, creating a healthy secretion or expectoration, increasing the intervals between the paroxysms of coughing, invigorating the whole system, curing the cough, and beseeching to posterity one of its greatest blessings—sound lungs; thereby insuring immortality from Consumption.

SOLD BY DRUGGISTS EVERYWHERE  
BATES & CO. PROPS.  
425 CANAL ST. NEW-YORK.

## A.A. CONSTANTINE'S

Persian Healing or Pine Tar Soap.

Each cake is stamped "A. A. Constantine's Persian Healing or Pine Tar Soap. Patented March 18, 1867." No other is genuine.

For the Toilet, Bath, and Nursery this Soap has no equal. It preserves the complexion fair, removes all dandruff, keeps the hair soft and silky and prevents it from falling off, and is "the best Hair Restorer in use."

It cures chapped hands, pimples, salt rheum, frost-bite, burns, all diseases of the scalp and skin, catarrh of the head, and is a good SHAVING SOAP. This Soap has already won the praise and esteem of very many of our first families in this city, and throughout the country. It is used extensively by our best physicians. Wherever used it has become a household necessity. We advise all to try it. For sale by all dealers. One Special Agent wanted in each town.

A. A. CONSTANTINE & CO.,  
48 Ann Street, New York City.

## Dr. WOOD'S

LIVER REGULATOR.

For the Permanent Cure of the most  
Hopeless Cases of Dyspepsia,  
Jaundice, Chills and Fever,  
Disordered Digestion, Flatulency  
and Acidity with sour Belchings  
of Wind & Gas from the Stomach,  
Sick Headache, CONSTIPATION,  
Nervous & General DEBILITY.

Prepared by Dr. WOOD, at the Botanic  
Dispensary, 243 Grand St., New York.  
Sold in all parts of the world, by all Druggists  
in town or city.

## MILLEN'S TANSY BITTERS.

These celebrated bitters are prepared from one of the most beneficial herbs known, and as a medicine for family use cannot be excelled. Being a gentle stimulant they are a most valuable remedy for all complaints arising from a disordered state of the kidneys and organs connected therewith, and are therefore without equal as a curative in all affections peculiar to females. They are most potent in regulating the secretions, changing the constituents of the fluids and restoring health and vigor to the debilitated system. Also cure Dyspepsia, Indigestion, Pyrosis, Gout and Sick Headache, besides being a never-failing Appetizer.

Manufactured by the Proprietor, William Milles, and put up in a superior style for family use. Sold at the low price of \$1.00 and 50 cents per bottle; forwarded by express on C. O. D. to any accessible place. Sold by all druggists. Depot, 18 Bowler Street, near Bowery.

## No More Musty, Offensive REFRIGERATORS

HUNT'S EXCELSIOR.

MADE OF GALVANIZED IRON.

No stifling of charcoal or sawdust. It is protected by an airtight chamber, the best non-conductor known. It is cylindrical in form, and without consuming more space, will hold as much as others which occupy double the space. It has rotary adjustable shelves, affording unusual facilities for arranging or removing the dishes. It is an excellent safe when not required as a refrigerator.

E. P. STARR, Gen. Agent,  
60 CORTLANDT ST., N. Y.

## The Weed "Family Favorite" SEWING MACHINE

THE BEST SEWING MACHINE FOR UNIVERSAL PURPOSES.

Sold on Monthly Payments.

Satisfaction Guaranteed.

INSTRUCTION FREE.

613 BROADWAY, NEW YORK.  
459 FULTON ST., BROOKLYN.

Parties Purchasing will please mention this Advertisement.



LOCK STITCH, SHUTTLE, STRAIGHT-NEEDLE.

Sews Lace to Leather. Executes Stitching, Hemming, Felling, Quilting, Braiding, Binding, Cording, Hem-Stitching, Fagoting, Fringing, Frizzling, Piping, Tubing, Embroidering, Gathering, Puffing, Gathering and Sewing at the same time.

SALESROOMS:

## WASHINGTON IRVING ACADEMY.

48 East 14th st., opposite Lincoln Monument.  
Instruction given in Belles Lettres, Rhetoric, Languages, Object Teaching, Vocal and Instrumental Music, Bookkeeping and private lessons in Walking and Dancing; also, in Wax Flowers, Fine Arts and Penmanship.  
Hours: From 9 until 12 a. m., from 1 until 5, and from 7 until 9 p. m.  
References: Hon. M. H. Grinnell, Rt. Rev. Bishop Southgate and the officers of the Young Men's Christian Association; Hon. W. A. Haywood, Hon. W. W. Pock, Hon. P. C. Wright, Hon. J. W. Mitchell and Hon. Samuel J. Glassey. Terms moderate. Particular attention given to the training of school children.  
N. B.—Stammering cured free of charge to pupils.  
Signora Bishop offers to instruct gratis six girls belonging to families who have suffered by the Chicago fire, and ten belonging to families who have suffered by the Westfield disaster.  
SICORA N. C. FLETCHER BISHOP, Principal.

## The New York Conservatory of Music

Has removed from Broadway to  
No. 5 East 14th St., near Fifth Av.,  
Next Door to Edmonson's.

## BROOKLYN BRANCH,

102, 104 and 106 Court St., near State.  
CLASSES CONSTANTLY FORMING in all branches of Music and Modern Languages.  
Also PRIVATE LESSONS DAY AND EVENING.  
Students for any branch may begin at any time, the terms commencing from date of entrance.

## AGRAMONTE'S

MUSICAL INSTITUTE,  
No. 82 Fifth Avenue,  
Corner of 14th st. (Rooms Nos. 12 and 14), New York

## M. HALLAM'S MUSICAL ACADEMY,

No. 12 Union Square, 4th Avenue.  
Thorough instruction, Piano, Violin, Organ, Orchestral Instruments, Vocal and Harmony.  
Terms, \$10, \$15, \$25.

## Caligraphic Artist.

HENRY S. DENISON,  
1131 BROADWAY, Between 36th and 37th streets,  
Up Stairs, Room 1

Ornamental Lettering, Engraving Resolutions, Certificates, Diplomas, Family Records and Bibles. Envelopes Addressed. Confidential letters written and composed (strictly private). Artists' Tablets lettered and on hand. Wedding and Visiting Cards engraved and printed.

## PAINE'S BUSINESS COLLEGE (ESTAB'D 1849),

40 Bowery, cor. Canal. Bookkeeping, Arithmetic, Grammar, Grammar, Spelling, French, Latin, German, &c., taught privately day and eve; 24 writing lessons \$1.50. Ladies taught Bookkeeping and Correspondence.

## A. T. THOMPSON'S BUSINESS COLLEGE, 30 FIFTH

Avenue, opposite Cooper Institute. Bookkeeping, Writing, Arithmetic, Reading, French and German. Ladies' Department. Day and Eve. Telegraphy taught practically. Demand for Operators.

## To Bookbuyers, Scholars and Amateurs

The fullest Bibliographical Record of  
New Books, American and Foreign,  
Periodicals, Music, Works  
of Art, &c.,

together with general Literary and Scientific Information. Contents of Periodicals, Descriptions of Novelties of Stationery, Fancy Goods, Scientific and Musical Instruments, New Inventions, Patents, etc., and miscellaneous literary and trade matters, will be found in the

## Publishers and Stationers' Weekly Trade Circular,

with which is incorporated the  
AMERICAN LITERARY GAZETTE AND PUBLISHERS' CIRCULAR.

Established in 1832.

## HOW READY.

The American Catalogue of Books.

Published in the United States during 1871, with size, price and publishers' names, and a classified Index of Subjects.

One vol. 8vo. Price, \$1.50. Sent post-paid, on receipt of price.

E. LEIPOLDT, Publisher,  
715 Broadway, New York.

## The Highest Cash Price Paid

FOR  
Paper Makers' Stock,

OLD BOOKS, NEWSPAPERS, PAMPHLETS, MAGAZINES, ETC.

J. TUCKER,  
24 ANN STREET, N. Y.

## MISCELLANEOUS.

MICHAEL FALIHIEE,  
Locksmith and Bellhanger,  
AND MANUFACTURER OF  
BRONZED AND PLATED GOODS,  
FOR BUILDERS.

Sole Patentee of the NEW HINGE BUTT, which allows no Screws to be seen.  
No. 161 EAST FIFTY-THIRD STREET,  
(One door west of Third Avenue),  
NEW YORK CITY.

## E. J. ANNIN,

Manufacturer of Flags and Banners,  
140 FULTON STREET, NEAR BROADWAY,  
(Established 1847).  
NEW YORK.  
Ribs, Bunting and Muslin Flags, Staffs, Eagles, Spears, Balls, Poles, etc., etc., always on hand.

## PIANOS.

DECKER & BROTHERS'  
FULL IRON PLATE  
PIANO-FORTES,  
WITH AGRAPPE ARRANGEMENTS,  
55 BLECKER STREET,  
One Block East from Broadway, New York.  
ESTABLISHED 1854.

N. B.—We do not advertise any patent bungs for the purpose of blinding the Public, neither have we any connection with any house of the same name established at a more recent date.

No. 1. 7 Octaves—Large round corners, carved legs and carved legs ..... \$300  
No. 2. 7 Octaves—Large round corners, serpentine bottom, carved legs ..... 250  
No. 3. 7 Octaves—Large round corners, serpentine bottom, carved legs ..... 200  
No. 4. 7 Octaves—Four round corners, carved legs, as front, molding on body of case, serpentine bottom, with carved legs ..... 400  
No. 5. 7 1/2 Octaves—Large double round, extra heavy molding on body of case, rich style of legs and extra carved legs ..... 450

All Decker & Brothers' instruments have their full iron plate with patent agrappe arrangements, beveled tops, ivory front on keys, and bushed holes. Every instrument is warranted for five years from date of sale. Terms easy. Call and examine before purchasing elsewhere.

## CHARLES H. BURKE,

Manufacturer of  
ENGLISH PICTURE MATS, PAPER-PAR-  
TICULARS,  
For Drawings, Photos, Prints, etc.,  
55 BLECKER STREET,  
Between Broadway and Bowery.  
NEW YORK CITY.

## GLAZIER LIBRARY,

No. 47 University Place,  
AND  
33, 35 & 37 West 11th Street.

TERMS OF SUBSCRIPTION:  
Annual Subscribers ..... \$3 00  
Semi-Annual ..... 3 00  
Quarterly ..... 3 00  
Monthly ..... 1 00  
Daily ..... 1 00  
To the above subscription entitles all members to one complete work at a time, whether in one volume or more.

Any book called for and not in catalogue will be secured, if possible, and furnished at the earliest convenience.

ALL NEW BOOKS ADDED AS SOON AS PUBLISHED.

It is our aim to make the GLAZIER LIBRARY, in point of magnitude and the variety of its works second to none.

The volumes have nearly all been selected with great care by Captain Willard Glazier, whose writing are well and favorably known to the metropolitan public, and to whose name the library is founded.

R. H. FERGUSON & COMPANY,  
Publishers and Proprietors.  
JAMES WALKER, Librarian.

## Important Information.

W. A. HAYWARD'S,  
210 BROADWAY,  
Corner Fulton Street.

Can be found School Bibles and Media, Eastern Star, Daughters of Deborah, Masonic, Odd-Fellows, Knights of Pythias, Temperance and Society Pins and Chains for every known order. Also, Brooches and Ear Rings, Bracelets, Finger Rings, Lockets, Chains, Straps and Buttons; together with everything in the Jewelry line.

HAIR MANUFACTURED INTO ANY DESIRED ARTICLE.  
137 Designs can be seen by calling.

PRESENTATION JEWELS,  
Or Jewelry of any description made to order



## EDUCATION ELSEWHERE.

Three Iowa counties have lady County Superintendents of Schools.

The Illinois State Teachers' Institute will hold its eighth meeting at Normal, commencing Tuesday, August 13, and continuing eight days. A larger part of the instruction than heretofore will be given by prominent educators not connected with the Normal Faculty. Each morning session will be devoted to instruction adapted to the several grades of schools—the members dividing off into three sections.

Troy, N. Y., proposes to do a good thing, by instituting a college for women, to cost about \$500,000.

The report for the year 1871 gives the total number of pupils enrolled in the public schools of Philadelphia as 87,428, of whom 6,353 were registered in the night schools. There were employed in the day schools 1,508 female teachers and 79 male teachers. The total expenditures were \$1,370,457, of which \$833,151 were for salaries. The report favors the compulsory education of vagrant children, of whom there are over 20,000.

**SOMETHING ABOUT SALT.**—It is a question, says *Health and Home*, perpetually occurring at every intelligent breakfast table, and inevitably asked by children who are taught to think, "Is salt indispensable to human life?" Dietetically regarded, salt is by no means in the same category with mustard, pepper, vinegar and other condiments. These are not to be found in blood or muscle. Salt is. Select a small portion of brain or tissue, tendon or blood, evaporate it to dryness, then burn it to ashes, and afterward, pouring upon it distilled water, filter the mixture through white blotting paper, and you have as a residuum certain crystalline matters, prominent among which is common salt. In fact, common salt is a universal constituent of animal bodies, so universal that unless an animal can acquire it in one way or another that animal cannot live. Widely diffused all over the world, salt is taken up too by the roots of vegetables, and may also be found in their ashes. It so happens, however, that while stems and leaves are comparatively rich in salt, very little, if any, is discoverable in seeds. Cereal grains contain none. The practical result of this is, that whereas people who live exclusively on animal food, as the Esquimaux Indians in the Arctic, and the Fuegians in the Antarctic circles, can dispense with salt in the main, it becomes a positive necessity of life to every people whose diet consists largely of bread or its equivalents. Salt, in one way or another, is, in fact, to all vertebrate, viviparous, warm-blooded animals, not entirely carnivorous, the *sine qua non* of existence.

## Guyot's Geographies.

USED IN THE  
Public Schools of New York City.

In all the Normal Schools of the State of New York, and also in the following important Cities:

Brooklyn, N. Y.	Lowell, Mass.
Cincinnati, O.	Portland, Me.
Cleveland, O.	Utica, N. Y.
Easton, N. Y.	Richmond, Va.
Albany, N. Y.	Leavenworth, Kan.
Cambridge, Mass.	Newburgh, N. Y.
Columbus, O.	Blighampton, N. Y.
Indianapolis, Ind.	Lockport, N. Y.
	Toledo, O.
	etc., etc.

## COOLEY'S

**Elements of Natural Philosophy,**  
Used almost exclusively in the Public Schools of New York City.

This new, handsomely illustrated Text-Book has had a most unusual welcome from teachers and will be very largely used in the schools of the country now desiring an elementary class-book in Natural Philosophy.

Descriptive Catalogues and Special Circulars in regard to all of our School Text-Books, Teachers' Reference Library Books and Selected Miscellaneous List, suited to the needs of teachers, may always be had on application.

Correspondence of teachers, and personal visitation is exceedingly welcome to us always and is most cordially invited.

SCRIBNER, ARMSTRONG & CO.,  
654 BROADWAY, NEW YORK CITY.

## HAVE YOU TRIED

THE  
**Colman's**

Tracing Copy Books?  
Pens, No. 1 2 3 4

These are all Practical Works on Practical Subjects by a Practical Teacher.  
Adopted and on the List of Supplies of the New York Board of Public Instruction for 1872.

H. W. ELLSWORTH & CO.,  
756 Broadway, New York.

## ESTABROOKE,

NON-REVERSED

## FERROTYPES

31 UNION SQUARE,  
N. W. corner Sixteenth Street,  
NEW YORK.

## GUARDIAN MUTUAL

## LIFE INSURANCE CO.

OF NEW YORK.

Office, No. 251 Broadway

ORGANIZED 1859.

Assets, - - - - \$2,500,000  
Losses and Endowments  
Paid, - - - - \$1,400,000

Cash Premiums. Annual Dividends.

TONTINE SAVINGS PLAN.

ANDREW W. GILL.....President  
EVERETT CLAPP.....Vice President  
LUCIUS MCADAM.....Secretary and Actuary  
HENRY C. CLENN.....Assistant Secretary

## Freeman & Burr,

Clothing Warehouses,  
138 and 140 Fulton St., New York.

**THE IMMENSE STOCK**, both of goods in the piece and the same made up for immediate wear, embraces all the most desirable styles and fabrics manufactured, in qualities and colorings adapted to the requirements of all.  
Facilities for Fine Custom Work unequalled. Any garment made to measure at a few hours' notice.

SPRING SUITS, \$10, \$15.  
SPRING SUITS, \$20, \$25.  
SPRING SUITS, \$30, \$35.  
SPRING SUITS, \$40, \$50.

SPRING OVERCOATS, \$8, \$10.  
SPRING OVERCOATS, \$12, \$15.  
SPRING OVERCOATS, \$18, \$20.  
SPRING OVERCOATS, \$25, \$30.

BOYS' SUITS, \$5, \$8.  
BOYS' SUITS, \$10, \$12.  
BOYS' SUITS, \$15, \$18.  
BOYS' SUITS, \$20, \$25.

ORDERS FREEMAN & BURR'S NEW SYSTEM FOR SELF-MEASURE, of which thousands avail themselves, enables parties in all parts of the country to order direct from them, with the certainty of receiving the most PERFECT FIT at instance.

BY MAIL. RULES FOR SELF MEASURE. SAMPLES of Goods. Price-List and Fashion Sheet SENT FREE on application.  
Liberal discount to clergymen.

Have You Seen Those Beautiful  
"Dolly Varden Gems?"

Three Dozen for 25 Cents.

FINISHED IN TEN MINUTES.

*Michael*

735 BROADWAY and 352 SIXTH AVENUE,  
Between 33d and 34th sts.,  
New York.

1860 TO 1872.

R. A. OLMSTEAD.

Manufacturer of and dealer in all grades of  
**Hoop Skirts, Corsets, &c.**  
731 Broadway, near Tenth street, N. Y.  
Opposite A. T. Stewart & Co.'s. Entrance at side door  
Headquarters for all the novelties.  
Originator of the celebrated "FANIER MUFFIN FRONT HOOP SKIRTS," and the only manufacturer of a practical skirt of this kind.

**SILICATE SPELLING LEAF SLATE.**

N. Y. Silicate Book Slate Co., 191 Fulton St., N. Y.

C. A. MEINCKE & CO.,

Stationery, Wedding-Cards Invitations, etc.

ORDERS PROMPTLY ATTENDED TO.  
C. A. MEINCKE M. R. LOUNSBURY  
25 Pine street, N. Y.

## AMUSEMENTS

**WOOD'S MUSEUM.**  
THE GREAT FAMILY RESORT.  
CURIOSITIES FROM ALL PARTS OF THE WORLD  
on Exhibition from 10 A. M. to 8 P. M.  
The celebrated *Bernadine Giant*,  
MAJOR LANG,  
8 feet 1½ inches high, and still growing.  
Also, the beautiful Scotch Albino Boy,  
BOB ROY MACGREGOR, JR.,  
with hair as white as snow, and silky texture, while  
the eyes are of a delicate pink.  
TWO PERFORMANCES IN THE LECTURE-ROOM  
DAILY AT 7 AND 8 P. M.  
A chaste and unexceptionable entertainment given.  
Admission, 30 cents; Children, 15 cents.

## SCHOOL FURNITURE.

OUR  
ILLUSTRATED CATALOGUE

SCHOOL MATERIAL,  
APPARATUS,  
BLACK BOARDS,  
BOOKS, CHARTS,  
GLOBES, MAPS,  
GYMNASTIC  
APPARATUS, OBJECT  
TEACHING  
APPARATUS.

## SCHOOL FURNITURE

of all modern styles, and many other

"ARTICLES FOR EVERY SCHOOL."

Mailed for 10 cts.  
J. W. SCHERMEHORN & CO.,  
PUBLISHERS AND MANUFACTURERS,  
14 Bond St., New York.

## SCHOOL FURNITURE.



TEACHERS, TRACHERS, SCHOOL COMMITTEES and those desiring to purchase furniture, will find it to their advantage to examine our stock before purchasing. Twenty-five years experience has given us the advantage over the many new houses in this line that are springing up throughout the country. And we are enabled, by the aid of machinery and the use of several valuable patents which we control, to offer all the modern improvements at prices that defy competition.

For particulars and catalogue, address  
ROBERT PATON,  
26 GROVE STREET,  
NEW YORK.

Also manufacturer of  
CHURCH SUNDAY SCHOOL AND LECTURE ROOM  
SETTLES.  
N. B.—Wheeler street and Eighth avenue cars pass within one block of the door.

## The Illustrated Guide

A  
OF  
BEST SCHOOL  
DESKS,  
APPARATUS,  
Philosophical  
Chemical, &c.  
Union Settles,  
with perfect curved seat and back for Lecture Rooms,  
&c. Mailed free by  
American School Apparatus Co.,  
58 MURRAY STREET, New York.

## CARPETS,

BEDDING, FURNITURE, ETC.

AT THE LOWEST CASH PRICES.  
Weekly or monthly payments taken.

J. LYNCH,  
304 West Twenty-ninth St., near Eighth Ave.

## CARPETS,

FURNITURE,

BEDS, BEDDING, &c.

Payments Taken by the Week

or Month.

TERMS EASY.

KELLY & CO.,

Corner of 25th St. and 6th Av.

A LARGE AND SPLENDID ASSORTMENT OF

FURNITURE, CARPETS and

BEDDING

WILL BE FOUND AT

O'Farrell's Extensive Warerooms,

No. 200 Eighth avenue, cor. Twentieth street, N. Y.

Where these goods are sold at Very Low Prices either

CASH OR ON TIME [REMARKS]

to suit purchasers. If preferred, payments can be made

WEEKLY OR MONTHLY.

CARPETS.

BASSFORD'S

Nonpareil Refrigerators.

THE BEST AND CHEAPEST.

For sale only at the CORNER STORE.

COOPER INSTITUTE BUILDING.

P. S. Every description of House Furnishing Goods at a Great Reduction.

## The Symmetrizer! The Symmetrizer! The Symmetrizer!

HEALTH, BEAUTY AND ECONOMY.

## BANNING'S NEWLY INVENTED

## Back Support and Shoulder Brace.

WHO SHOULD WEAR IT.

FIRST. All who find it difficult to maintain an elegant bearing.  
SECOND. All who, from habit or occupation, are disposed to droop.  
THIRD. All who have dull pains and sense of oppression about the Chest; also short cough on attempting full inspiration.

FOURTH. All who have any tendency to bleed at the Lungs.

FIFTH. All who have sense of twitching pain in Back, with frequent desire to place both hands on Hips, to lean back and draw a long breath.

SIXTH. All Professional men, Bookkeepers, Accountants, Clerks and others who are compelled to bend over the desk.

SEVENTH. All persons (either ladies or gentlemen) who operate on Sewing or other Machines.

EIGHTH. All lax-fibred and fast-growing children, school children especially. Parents who regard the future symmetry and health of their children will do well to investigate the merits of the Symmetrizer.

It gives a symmetry to the form, an elasticity to the step and an immunity from fatigue that nothing else can impart. For sale everywhere; dry-goods and country merchants, fashionable dress-making, tailoring and clothing establishments will be enabled to supply their customers.

RETAIL PRICE, FIVE DOLLARS.

How to be measured: 1st, Number of inches around the body close under each arm; 2d, Height of party ordering.

BANNING & CO., 3 Dry street.

Manufacturers, Wholesale and Retail Dealers

The Symmetrizer sent free to any address on receipt of price.

## PIANOS! PIANOS!!

CABINET ORGANS AND MELODEONS

AT MERRELL'S, [Late Cummings.]

PIANO WAREHOUSES, NO. 8 UNION SQUARE.

A large stock, including Pianos of the best makers, for sale cheap for cash, or to rent. Money paid for rent applied to purchase. Repairing done well and promptly. Call and examine before deciding elsewhere.  
M. M. MERRELL, late Cummings, No. 8 Union Square.

## THE STANDARD SERIES OF GEOGRAPHIES.

IN THREE BOOKS.

CORNELL'S PRIMARY GEOGRAPHY. New edition, with new letter-press, new maps, and new cuts. Price 50 cents.

CORNELL'S INTERMEDIATE GEOGRAPHY. Revised to date. Recent changes in boundaries, new names, etc., embodied. Map drawing taught. Price \$1.50.

CORNELL'S PHYSICAL GEOGRAPHY. A New Book, embracing the most recent discoveries and theories. Its illustrations numerous and beautiful. Magnificent maps. Price, \$1.50.

These books are thorough, systematic, progressive, practical. Beautiful type, elegant illustrations, reliable maps.

These Standard Text-Books are used in the public schools of New York, Baltimore, Charleston, Detroit, and hundreds of the leading cities of the Union.

They have been unanimously adopted for exclusive use in the Public Schools of Oswego, N. Y., and Elmira, N. Y., also, after vigorous competition on the part of rival series, for the Public Schools of Washington, D. C.

In New England their superiority is unquestioned. They are already used in more than 300 towns in Maine, 50 towns in New Hampshire, and 150 towns in Massachusetts. Their rapid introduction into large towns and cities is without a parallel in the annals of Educational Literature.

Thirty towns in Connecticut, and twenty-three of the thirty-two towns in Rhode Island, have recently adopted this series, and other systems are being superseded by "Cornell" in all directions.

All that is asked is that these Geographies be judged solely by their merits.

Correspondence is respectfully invited. All inquiries respecting the works will be promptly and fully answered. Catalogues sent gratis on application.

D. APPLETON & CO., Publishers,

349 and 351 BROADWAY, NEW YORK.

## The Peard Patent Folding Desk and Settee.

IN THE USE OF THIS DESK A SCHOOL OR LECTURE ROOM IS SECURED AT PLEASURE.

RECEIVED THE FIRST  
PRIZE AT THE  
AMERICAN INSTITUTE  
FAIR FOR 1870 AND '71.  
We also manufacture the  
NATIONAL  
STUDY DESK,  
WITH EASEL ATTACHMENT.

The National School Furniture Co., 111 and 113 William St., New York.

## FINANCIAL.

CHARTERED BY THE UNITED STATES.  
THE FREDERICK RAYMOND AND TRUST COMPANY,  
ASSETS OVER \$3,750,000.

A NATIONAL SAVINGS BANK.  
No. 149 BROADWAY, NEW YORK.  
Accounts strictly private and confidential.  
Deposits paid on DEMAND, with interest due.  
SENT FOR CIRCULAR. SAM L. HARRIS, Manager.  
JOHN J. KILLICK, Cashier.

NEW YORK SAVINGS BANK, CORNER EIGHTH  
N. Avenue and Fourteenth street. Open daily from  
10 A. M. to 2 P. M. On Monday, Thursday and Saturday  
evenings, from 6 to 8 P. M. Except the Saturday even-  
ings of July and August. Six per cent. interest  
allowed on all sums from \$5 to \$5,000. Deposits made  
on or before the first of any month, will draw interest  
from that date.

Assets.....\$3,965,250 71  
Surplus.....215,995 01

## SERVANTS

AND

## SEWING MACHINES.

AN BINGER and WHEELER & WILSON SEWING  
MACHINES sold on low monthly payments, without  
extra charge, and instructions given at home or at  
the office.  
Also, Families supplied with faithful domestic SER-  
VANTS, as usual.

ISAIAH WATTS,

240 Grand street, Second door East of Bowery

## TRUNK DEPOT,

On the Northeast Corner Forty-Second

Street and Sixth Avenue,

UNDER THE CENTRAL SAVINGS BANK.

where ladies and gentlemen can supply themselves  
with TRUNKS, TRAVELING, SCHOOL and SHOPPING  
BAGS, and every article needed for traveling con-  
venience, at manufacturers' prices. Every article war-  
ranted as represented.

REPAIRING SPECIALLY ATTENDED TO.

JOHN KAVANAGH, Proprietor.

DR. WEBBER,

SURGICAL CHIROPODIST,

BROADWAY.

Cures without the use of Acids, Caustics or any in-  
flammatory preparations. Corns, Bunions, growing  
Nails, Inflamed Joints, and all affections of the feet  
without the slightest pain.

**HAWKES' PATENT FOUNTAIN PEN.**  
WRITES TEN HOURS. Holder fits any pen. By Mail,  
Nickel, \$1.00; Rubber, \$1.50; \$3.00 and \$5.00; also re-  
sponsible quality Gold Pens, Rubber and Gold Pencils, &c.  
Vans repaired 50c each. Send stamp for Circular.  
GEO. F. HAWKES, 66 Nassau St., N. Y.

**WM. ARNOLD & CO.,**  
(Successors to W. T. Bowden)

**FRENCH AND SPANISH SHOES**  
791 Broadway,  
Opposite A. T. STEWART'S, NEW YORK.

## A GREAT OFFER.

HORACE WATERS, 481 Broadway, N. Y.

will dispose of ONE HUNDRED PIANOS, MELODEONS  
and ORGANS of six first-class makers, including  
Waters', at extremely low prices for cash, or will take  
from \$4 to \$15 monthly until paid; the same to let,  
and rent applied if purchased. Few 7 octave PIANOS,  
modern improvements, for \$275, cash. A new kind  
of PARLOUR ORGAN, the most beautiful style and  
perfect tone ever made, now on exhibition at 481  
Broadway, New York.

**DR. B. F. ATWOOD'S**

**GILBEAD BALM FOR THE HAIR,**

THE EXCELSIOR HAIR TONIC AND DRESSING OF  
THE WORLD.

It arrests the falling out of the Hair immediately.  
It cures Headache, Neuralgia, Pains and Weakness  
As a Toilet Dressing it is unequalled.

The following certificate is from H. Redemann, Ph.  
D., Assistant Chemist to the Board of Health:  
"Gilbead Balm," and found it to be a strictly vegetable  
preparation and free from any poisonous or injurious  
substance. Respectfully yours,  
H. REDEMANN, Ph. D.

Price, \$1. Sold by all druggists.

**WILLARD & ROGERS,**

354 Hudson Street,  
Corner of Houston, N. Y.

MANUFACTURERS AND DEALERS IN  
LIVE GEESE FEATHERS,  
PURE CURLED HORSE-HAIR MATTRESSES,  
MOSS, HUNKS, EXCELSIOR AND GRASS MAT-  
TRESSES,  
BLANKETS, COMFORTERS, SHEETS, PILLOW-  
CASES, &c.  
BENTON, COY., &c.  
Old Feathers dressed and Mattresses made over.